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ABSTRACT

Designed primarily for administrators of both public and private institutions for the mentally retarded, the volume offers guidelines for coping with three areas of modification of institutional image, daily operational problems concerning manpower and equipment, and future demands upon institutions. Brief exercises following some of the readings are explained to be included for administrators and training directors actively engaged in inservice training of institutional personnel; the authors have found the exercises valuable in stimulating student discussion. Selected topics discussed in relation to image modification and parent relations include the gripe bank as an index of morale and as organizational therapy, making furlough return a joyous occasion, program improvements through marketing approaches, and image reinforcement by use of commemorative stamps. Then discussed are present day employee-administrative concerns such as functional advertising for institutions, programing institutional inventiveness among employees, uniforms as reinforcement, and strengthening houseparent retardate relations. Future demands are then mentioned such as relocation considerations, transportation and work, record keeping for the future, and the 4-day work week. (CB)

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ADMINISTRATIVE ISSUES IN INSTITUTIONS FOR THE MENTALLY RETARDED

ADMINISTRATIVE ISSUES IN INSTITUTIONS FOR THE MENTALLY RETARDED

PRESCRIPTIVE PRACTICES AND EMERGENT TOPICS

CHARLES C. CLELAND & JON D. SWARTZ

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FOREWORD

Many administrators of mental retardation facilities can recount instances of attempts to apply management techniques unrealistic or inapplicable to their programs. Consultants from industry are product-oriented, while administrators deal with problems of a clinical or training nature. The end-product of the institution is largely intangible—it deals with human comfort and other psychological variables.

Take an institution administrator, mix with a strong knowledge and interest in management and industry, combine intimate knowledge of private residential programs, add a liberal dose of imagination and ingenuity, and the present volume emerges. This work is grounded in experience and is practical. At the same time it challenges tradition and is very provocative. It manages to bridge the gap between industry and institutions.

As a training tool it can be invaluable. It should be required reading for public and private institution administrators. It could well lead to many innovative efforts of a challenging nature. The exercises are stimulating and could be an excellent training technique.

In summary, this volume provides a breath of fresh air to the tradition-bound thinking which has characterized the fog surrounding the development of residential care for the retarded.

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EDITOR'S NOTE

Changing concepts in care of the mentally ill and retarded have resulted in increasing numbers of community programs, half-way houses, and volunteer-based operations. The Hogg Foundation has reported on many of these projects.

Now two members of the faculty of The University of Texas at Austin have provided in writing some innovative plans which can be used in institutions for the mentally retarded. Charles C. Cleland, professor of Special Education and Educational Psychology, was formerly Superintendent of the Abilene State School. Jon D. Swartz, assistant professor of Educational Psychology, has served as Associate Research Director of the Special Education Instructional Materials Center, Department of Special Education, The University of Texas at Austin.

Mr. Bill J. Doggett, deputy commissioner for Mental Retardation Services, Texas Department of Mental Health and Mental Retardation, has said in part, "The authors have achieved a remarkable blend of academia, common sense, practicality, and, in some instances, near fiction, all of which serve in a conglomerate fashion to prick the reader's imagination. They, in some instances, tread on sacred soil and tradition but in a manner conducive, instilling a measure of confidence in the troubled administrator to try something even if it may not prove totally profitable."

It is hoped that administrators, parents, and concerned citizens should find in this monograph some possibilities for action.

BERT KRUGER SMITH

PREFACE

Three broad abstractions continue to concern workers in residential facilities, both public and private: modification of the current image of institutions, together with the positive effects such modification should bring about in relations with parents of residents; recurring present day problems concerning the selection and utilization of manpower, operation and maintenance of the physical plant and grounds, cost factors, and employee communications which appear endemic to any large, highly complex organization; and future demands upon institutions, their employees at all levels, and their residents.

The purpose of the brief readings in this monograph is to provide the administrators of both public and private institutions for the mentally retarded, and others interested in institutional management such as parents and taxpayers, some concrete plans for dealing with problems related to these three abstractions. It is hoped that these readings will stimulate not only superintendents and training directors but also students, parents, and other concerned citizens to criticize, elaborate, and go beyond in their thinking on how retardates can benefit, how employees can be helped, and how many of these goals can be reached in this century.

The brief exercises which immediately follow some of the readings are included for those administrators and training directors who are actively engaged in in-service training of institutional personnel. The authors, having found exercises of this sort valuable in stimulating discussion among students of all levels taking courses in residential care, therefore feel that such exercises could serve a similar function among institutional personnel.

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CONTENTS

FOREWORD, 3

EDITOR'S NOTE, 4

PREFACE, 5

ACKNOWLEDGEMENTS, 6

CHAPTER I. IMAGE MODIFICATION AND PARENT RELATIONS, 9-27

The Gripe Bank as an Index of Morale and as Organizational Therapy, 9
Making Furlough Return a Joyous Occasion, 11
Image Modification Via Shift Signals, 12
Private School Recruitment, 13
Image Modification Through Recruitment of Athletes, 15
Bright Tourists and Open House, 16
Parent Relations Systematized, 17
The "Asphalt Jungle" and Grounds Maintenance, 18
Program Improvements Through Marketing Approaches, 20
Maintaining Employee Morale During Unavoidable "Pay-Cuts", 21
Child-Centered Approaches to Improve the Institutional Image, 22
A Note on Marketing Institutions, 23
Image Reinforcement by Use of Commemorative Stamps, 24
Annual Awards for Institutional Newspaper Excellence, 26

CHAPTER II. PRESENT DAY EMPLOYEE—ADMINISTRATIVE CONCERNS, 27-46

Functional Advertising for Institutions, 27
The Credibility Gap in Institutional Communications, 29
Convenience to Consumer Through Creative Marketing, 30
Improving Institutional Operations by Containerization, 32
Individual Differences in Sleep Needs, 33
Critical Events, Case Studies, and Attitude Training for Educable Retardates, 34
Programming Institutional Inventiveness Among Employees, 35
Categories of Reader Concerns as a Source of Ideas, 37
Labor Surplus and the Residential School, 38
Uniforms as Reinforcement, 40
Selective "Overbuying" in Private Institutions, 41

Experimental Simultaneous Vacations: An Approach to Strengthening Houseparent-Retardate Relations, 42
Grants and Executive Time, 44
Homogeneous Staffing, 45

CHAPTER III. NEXT YEAR AND BEYOND: SPECULATIONS? 47-63

Advertising, Public Relations, and Conventions, 47
Massing Management Talent and Enhancing Merger or Acquisition Through Employee Interchangeability, 48
Cooperative Planning in Multi-Institutional Communities, 50
Relocation Considerations, 51
Land Reclaimation for Institutions, 53
Transportation and Work, 54
Reaching the Market, 56
Private School Diversification into Biomedical Manufacturing, 57
Record Keeping for the Future, 59
A New Job for the Retarded: Institutional Consultants, 61
The Four-Day Work Week and Residential Schools: Only Ten Years Away? 62

AUTHOR INDEX, 65

SUBJECT INDEX, 69

CHAPTER I:
IMAGE MODIFICATION AND PARENT RELATIONS

The Gripe Bank as an Index of Morale and as Organizational Therapy

The management literature is replete with evidence testifying to employee needs of a non-monetary nature. Since the time of the Hawthorne investigation, the "attention–recognition" aspect of workers' needs has been underscored in numerous texts although there is some evidence that this need is not being met as well as it was in the early days of institutional operations (Cleland and Dingman, 1970). Thus, although more is written about what employee-supervisor relations ought to be, there is perhaps less actual enthusiasm on management's part when actual implementation is involved. Some of the reluctance on the part of management may exist because there is no really systematic program of employee relations; but a sizeable part undoubtedly is due to lack of knowledge about what employees really want

In other areas of institutional operations, such as departments of supply, maintenance, and accounting, one observes that there exist more concrete systems of doing things than is true of the broad area of human relations. In other words, there are fixed points in the year when some sort of reckoning takes place, and usually these times are relatively stable. Thus, the supply department routinely maintains an inventory of various items; the accounting department personnel engage in monthly budget scrutiny and stand ready for audit; and so forth. This reading suggests a manner for systematizing the managerial responsibility of knowing about employee morale. The approach taken amounts simply to an inventory of employee gripes.

Is such an inventory ridiculous? Some management men might think so. A little closer appraisal of the details for the proposed system may be instructive, however. Ordinarily, management people take the view that they hear enough complaints each day to fill a boxcar. Employees are like patients, however, in at least one respect: only a small percentage of patients cause trouble or constantly complain, and the same often is true of employees. The point, very simply, is "Is it fair to attend only to the noisy, the articulate, the bold, the chronic complainers while quite literally ignoring those who do the job of running the organization without sapping management's time?" Obviously, the old saying "The squeaking wheel gets the grease" does set great limits on the amount of time management *can* give to the silent majority, but this silence does not mean that their basic human needs are really any different. To begin to alter this imbalance in managerial attention,

it is recommended that a periodic inventory of employee complaints be taken. This inventory, obviously, would differ in several respects from the standard employee suggestion box. It would aim instead at the goal of really learning the state of morale at fixed points during the year, and simultaneously attempt to provide "the many unknown employees" with top management's attention. In some respects this inventory would approximate the separation interview, i.e., to the extent management wishes to know reasons for the employee's negative feelings. It could also complement the traditional suggestion box system in that top management would give attention to whatever the employee wanted to talk about. One employee may state what he feels are the biggest problems facing him in his daily work, while another may welcome a scheduled opportunity to discuss a new method of treating patients.

How costly of management's time, how to begin, and how to evaluate such a systematized operation are tough but necessary questions. If an institution of 500 employees guaranteed at least 30 minutes of management's time to each one, a total of 31 eight-hour days would be expended in such work. Obviously, the Superintendent or Director could ill afford the full job himself. By sharing this time with five department heads, however, it would amount only to a little over 5 days spent with employees per year. Thus, employees would be insured of contact, albeit a small amount, with those responsible for running the institution. Of course, the chronic gripers probably would still demand more attention, but *all* employees would get at least *some* time unless they refused it. And the fact that such a program exists says something in itself about attitudes. Next, how would one begin? The beginning is critical since some employees are too shy or reluctant to engage the boss. One approach would be to solicit via the institutional newspaper at least one complaint from each employee on all shifts. This request should yield some responses *and* hopefully also serve a therapeutic function. Next, management could place complaint boxes in conspicuous places where employees gather throughout the institution (employee dining rooms, in-service training classrooms). Another way of building up a written "gripe bank" would be to put a "Gripe Slip" in each pay envelope along with a stamped, self-addressed envelope to facilitate responding. Next it might be advisable to publish some of the complaints in the institutional newspaper to serve notice, in effect, that management is really serious. From such a gripe bank it should then be possible for management to begin realistically when employees actually face them in their personal interviews. It should be easy for the Superintendent to randomly choose one anonymous gripe from a box of many and begin a discussion of it: "What do you think about this—is it serious—any suggestions—maybe you have been holding a better one for a long time?"

Thus, although this procedure is a somewhat divergent method for management to take in serving their employees and, of course, not devoid of risk, there are grounds for such a formalization of complaints. First, many institutions employ supervisory ratings and have established face-to-face contacts between supervisor and employee to discuss job or work per-

formance. Such contacts can be quite beneficial if well trained and experienced supervisors are involved. It is a mistake, however, to believe employees never think of problems larger than their immediate job within the institution. The method suggested herein is one way to approach these larger issues. A further possible advantage is that a systematic program for complaints could result in a *net* gain in top staff time (How many reader administrators have lost an entire day's time because of a particularly tough personnel problem that involved only *one* employee?). Conceivably, some really good suggestions, as well as legitimate complaints, could result. Perhaps most important, however, such procedure would serve to put management in direct contact with employees and in a position to speak more authoritatively about how the organization as a whole is doing with respect to morale. Five days per year to insure reaching the vocal *and the silent* employees do not appear too costly.

EXERCISES

1. Discuss the major pitfalls as perceived by your top-staff people; by your in-service training classes; by your governing board.
2. Develop and improve upon the suggested implementation steps provided in this reading (for example, the setting for interviews, privacy guarantees, and so forth).

REFERENCE

Cleland, C. C., & Dingman, H. F. Dimensions of Institutional Life: Social Organization, Possessions, Space and Time, in Baumeister, A. A. and Butterfield, E. C. *Residential Facilities for the Mentally Retarded.* Chicago: Aldine Publishing Co., 1970.

Making Furlough Return a Joyous Occasion

Retardates generally are subject to homesickness on return to a residential school from furlough. Usually, this nostalgia lasts for but a brief period. In certain cases, however, it may persist for a week or longer. While separation from parents on returning to the institution may be a traumatic experience for one, the sight of such homesickness can have contagious effects on others and can cause extreme guilt feelings for the parents involved. In general then, the loneliness is to be prevented if possible. This brief reading offers several approaches that can hasten the returning child's readjustment and prevent spill-over to other patients.

One of the most readily available resources of every residential school, and one of the therapeutic agents most often overlooked, is the retardate

himself. The return from furlough, an event currently considered distasteful to many, can be transformed into an occasion for mass reinforcement of a positive nature. Most private residential schools ordinarily receive notice about when a furloughed patient is to be returned. Knowledge of this homecoming can give the authorities time to stage a welcome-home party. Imagine the surprise that a returnee would experience if, instead of the usual adult-oriented and relatively formal welcome, a group of peers was awaiting his arrival. Such a group cold offer the immediate social reinforcement so eagerly sought by most of us. The peer group would serve the returnee in much the same manner as a claque does at a play.

If refreshments or other treats were made part of the homecoming scene, the return could be as enjoyable for all as for the honored party. By introducing a somewhat unique twist each time such an event occurred, the continuing novelty of the event should retain group interest. Aside from the diversionary tactic of easing the separation of parents and child, the programmed homecoming (if made a routine part of the institution's operations) should even make the return date set by the parents a little more certain. The child could be expected to exert some pressure on this point, and the parents ordinarily would not wish to disappoint an entire group of eager greeters.

Another approach is based on the returning patient's transformation into a general hero among his peers. In such an approach a variety of well-liked group activities would be available and the returnee would be allowed to select, as in a lottery, one slip of paper on which a special, group treat was printed. Under this approach, coming back from furlough would be an occasion for the returnee to make the "big gesture" by which all others would benefit.

These approaches are in nowise exhaustive of the possible ways to overcome the nostalgia of return from furlough. They are offered principally to illustrate that institutions can employ patients in therapeutic ways.

EXERCISES

1. How can such a plan be elaborated further to lessen the homesickness on return from furlough?
2. What are some other ways the retardates themselves can be used as therapeutic agents within the institution? Be specific.

Image Modification Via Shift Signals

For a variety of reasons institutions for the retarded are a bewildering phenomenon to many people. Some professional workers refer to the residents as *patients*, others as *students*. The current trend appears to favor the

12

use of student. Such usage is a reflection of the fact that in most institutions on any given day most of the residents are not physically ill. Further, use of the term *student* implies that an effort is being made to train or educate the retardate. When one examines the daily schedule of institutional events, it is not too difficult to find other areas that add to the general confusion in an institution. Among the routine daily events is the whistle that signals duty shifts of employees and often of the residents as well. This reading will discuss how such an everyday event can be used to modify the image of the institution and also to foster safety.

The solution, if general use of the term *student* is considered important, begins with the signal system of the institution. For example, at many large institutions current whistle blowings occur at the beginning and end of each duty shift. Oddly, such a signal implies neither a facility for patients (hospital) *nor* students (school). What it does imply, moreover, is the sound associated with a factory where mining, manufacturing, or some other activity is the dominant objective of the enterprise. Since most employees no longer are dependent upon management to know when to awaken (one of the original purposes of the whistle), it would be an easy matter to replace the whistle with a bell since the sound of a bell is clearly associated with schools (students), churches, and other similar facilities. Under such an arrangement, workers would be provided the auditory signals for the beginning and end of a duty shift; and use of the existent whistle could be reserved for emergencies such as fires. Aside from the improved safety system, other psychological advantages might also arise for the residents. New admissions, in most cases, are familiar with bells and many already associate this sound with church and school. Furthermore, a church bell provides a much less disturbing sound than a whistle to begin a new day. Bells, in fact, may even serve as a calming auditory signal for some residents; and they are certainly less offensive to citizens living within earshot of the institution.

The example given here illustrates how ordinary, everyday events can be important, "built-in" agents for attitude change. The alert reader can probably think of a number of other potentially useful events that are capable of being changed very little to yield an entirely new set of attitudes toward the institution.

Private School Recruitment

Since competition mounts as enriched programs are offered by the publicly supported facility, the privately owned institution caring for retardates or psychotics must cut costs and work harder to attract new residents. Gaining a new admission to the institution means selling not the user, the patient, but rather the parent, guardian, or responsible relative. In brief, newer

marketing techniques are needed, techniques that will not add appreciably to overhead costs. This reading focuses on a method that, in a small way, should accomplish these objectives.

Implementing this recruitment and cost-reducing method actually is relatively simple. First, focus on those local businesses that would appear essential to those who come to visit their handicapped relative. Certain necessities stand out rather dramatically: visitors will eat, require shelter, and need various kinds of entertainment and services. By focusing on merely the universal needs of the "stranger in town" on a visit, better recruiting methods seem possible.

Ordinarily, the institution's registrar on request sends a brochure describing the services and programs for the patient or student offered by the institution. This practice leaves a great deal unsaid! Parents or guardians know they will require lodging, food, and so forth on future visits; and although services to their child or relative may be their primary concern, they will also harbor such questions as, "I wonder if it's a good town? I wonder if there are decent hotels or motels for us to stay in? I wonder if there are things to do after we visit? I wonder if there are any good places to eat?" Knowing that such questions undoubtedly influence decisions about placement, it seems that considerable recruiting leverage would be gained if the institution attempts to answer some of them. The enterprising *and* service-oriented institution therefore, will contact certain member firms of hotel, motel, and restaurant associations and discuss ways both organizations can benefit through cooperative effort. One joint effort might be cost-shared mailings wherein the institution would include descriptive brochures on local motels and restaurants along with their own information brochures. Another approach, designed to improve the entire community image in the prospective customer's eye, might be a cost-shared meal (or even a free meal on the first visit since word-of-mouth good will is still a very effective advertising medium). Initial expense of such procedures should be viewed in relation to the potential good will, the spread of this positive word among a select, high-income group, and other pertinent variables.

Admittedly, other variables than those discussed above should be mentioned. The major point of this brief reading, however, is that few people, especially strangers, who already carry an emotional burden are averse to good treatment and being kept informed. Imaginative and responsive managers of almost any type of service facility undoubtedly can improve on this basic theme of cooperation.

EXERCISES

1. Have your professional-administrative staff discuss this reading to determine if such a service would assist your operations.
2. If results on Exercise 1 are positive, survey your parents to determine their major concerns. Following this step, try to implement such a service.

Image Modification Through Recruitment of Athletes

Institutionalized retardates of educable grade frequently adopt the value system of non-institutionalized, normal teenagers. Unfortunately, this teenage model followed often is a delinquent one (Edgerton, 1963). To circumvent this persuasive external model, which frequently departs radically from what is desirable, an equally persuasive positive model must be located. For example, for institutionalized retardates of adolescent status, a notable athlete whose renown is established might serve to produce desirable behaviors that are currently lacking. In this brief reading an approach is described that should assist, not only in value shaping among retardates, but also in enhancing the image of the employing institution.

The employment and utilization of the professional athlete requires attention to a number of significant *facts* about these champions. First, true champions are rare in the general population. For example, Fountain and Parker (1967) indicate that, "major league baseball, football, basketball, and hockey combined employ fewer than 2,000 players." Their scarcity in number, however, is no indication whatsoever of their *public* impact. Only 22 players were on the field at any one time in the first AFL and NFL football playoffs. Fountain and Parker report that these few players, nevertheless, were visible to 60,000 spectators and 50 million television fans. The names of these men still are on the tongues of many fans. Unfortunately for them, but fortunate for the purposes of this approach, the active careers of such famous athletes are quite brief; and age inexorably defeats all of them. When forced to retire, most of them seek a second career even though some may be financially secure. As Fountain and Parker point out, "Former athletes often find employment in coaching, officiating, managing, sportcasting, and other areas related to their specialty." Institutions, like other enterprises, could profitably benefit from the use of a well-known name. What is amazing in view of the relatively poor images many institutions possess is that such champions, already heroes to countless people both young and old, have not been employed to help counteract the false and stereotyped images of institutions.

Obviously, privately owned institutions could engage the services of such athletes to good advantage. Two avenues are open. First, a private institution could scout various high schools in search of real talent and "sponsor," as do boxing promoters, the continuing post-high school athletic career of its hopeful champion. Second, involving less risk perhaps, is simply to scout those proven athletes who are nearing the end of their playing days. Aside from the image benefits that a "name" should produce, such athletes would enter their second career in a setting where the other employees already respect them highly. Recreational programs in the institution should receive added support from the rank and file employees; and the patients should greatly enjoy having their own, live champion. Finally, and perhaps of greatest benefit to the world outside, the institution hiring such a person could take on the image of a "winner" rather than the stigma of a "loser."

EXERCISES

1. Discuss the proposed plan with various levels of staff, including your attendants, in training classes and determine where the major objections to such a plan reside.
2. Have members of your training classes develop a list of other possible benefits a star athlete may provide an institution.

REFERENCE

Edgerton, R. B. A patient elite: Ethnography in a hospital for the mentally retarded. *American Journal of Mental Deficiency*, 1963, 68, 372-385.

Fountain, M. C., & Parker, J. They play for money. *Occupational Outlook Quarterly*, 1967, December.

Bright Tourists and Open House

Tours and open-house activities of institutions for the retarded or mentally ill comprise one important aspect of the public information-education role of such facilities. Too often, however, these tours are one-sided in that the host institution receives little, if any, feedback. To the institutional staff responsible for conducting these tours, moreover, they often amount to a chore which is expressed usually in terms such as, "Another Tour!" This reading explores a method for making tours more rewarding, both to society and to the workers in institutional settings. Hopefully, such a method ultimately will benefit the objects of most tours, the patients or residents.

In taking tours and attending other open-house activities, the most frequent guests are adults: parents and guardians of patients, other interested citizens, and often, especially when the institution is located near a college or university, large numbers of interested students. Also, periodically one encounters former patients visiting their old friends (usually a phenomenon of the public institution) and, of course, a number of small children. Most of these aforementioned people are either unable, too busy, or disinclined to render formal feedback to the institution on how certain phases of the operation might be improved. To remedy this lack of communication, it is proposed that classes for the intellectually gifted be toured on a twice yearly basis.

Public or private institutions located proximate to large or medium sized cities could rather easily capture the special insights such gifted children will provide. Public school teachers of the gifted usually are receptive to ideas that challenge and motivate their highly intelligent students. Touring institutions for the ill or retarded would provide an interesting field experience which would correlate well with social issues discussed in their

classes. The unique value to institutions in providing tours to such gifted pupils would be the vigor, interest, and curiosity of the very young who possess mental ages approximating adults! For example, if a gifted class of 10-year-olds were given a systematic tour of an institution, the problems of institutions would be exposed to a very unique audience since their mental ages could average 14 or 15 years! This point is an important one because while their youth still permits great flexibility of mental functioning, this flexibility is coupled with intellectual brilliance.

In the ideal situation, these "mini-tourists" could be given in their public school class an hour lecture by one or two institutional experts. These experts could present a variety of typical problems, both as they concern patients and as they affect institutions on a more global scale. Questions could follow to allow the institutional representatives to gauge the kind of tour that should be provided to best tap such a group's interest. The teacher of this gifted class, prior to the field trip, could assign an essay about institutions to each pupil (to be due sometime after the tour), but on the subject of his choice. These essays, in turn, could be judged by a combined team from the institution and school; and perhaps an award could be given by the institution for the best one written. If the institution is publicly supported, such an award could be given through the volunteer council.

A variety of problems, briefly stated, might be presented prior to the actual tour. A number of such problems are contained in Cleland and Swartz (1969). The outcomes from such a tour program are several: first, recruitment of the gifted into institutional work might occur if their interests are channelled into the helping professions; second, novel and potentially good ideas on patient care, recreational programs, and so forth might evolve. The plan outlined in this reading has purposely been presented so that it is subject to considerable elaboration and revision. It is our hope that institutions will individualize their own versions of such tours.

REFERENCE

Cleland, C. C., & Swartz, J. D. *Mental Retardation: Approaches to Institutional Change*. New York: Grune and Stratton, Inc., 1969.

Parent Relations Systematized

Private or public institutions for the retarded or psychotic are capable of improving their relations with parents and simultaneously conducting market research on consumers, i.e., the parents and taxpayers. The most logical place to gain information on parental concerns, of course, is the master records file of the patients. The major reason why this resource has not received greater attention perhaps is because members of the clinical team

are so intent on the physical and psychological well-being of patients that they overlook parental concerns unless such concerns become strident. In institutions where master records also include parent correspondence, it is possible to derive considerable information which should help in keeping programs in tune with parental expectations.

As a beginning, one person (perhaps an intelligent volunteer) could be assigned to compile such information. In many facilities at present little is really known about specific and recurrent concerns of parents. By pooling the collective wisdom of the professional staff after reading a random sample of parents' letters, however, discrete categories can be derived. For example, health of the patient (child) might be the foremost recurrent concern; another might be progress of the child in school; and so forth. Once a number of categories was derived from *actual* letters, the volunteers could read and record specific concerns within categories and perform frequency counts to determine how often each category is expressed for a particular institution or unit of a system. Thus, although professional staff members and the administration might believe that patient *health* would be the most often expressed parental concern, it could be that for a particular institution's parent group *slowness* of the staff to receipt payment for care would be a more common concern.

In brief, this reading suggests that relations with parents as manifested in letters could be systematized and serve the institution in the following ways:

1. Suggest needed changes in programs.
2. Help improve the image of the institution.
3. Serve as a basis for broadened in-service training by actually showing new staff the real concerns of a specific institution's parent group.
4. Show how parent attitudes (concerns) change over time.

EXERCISES

1. Conduct a survey of letters from parents to your institution (perhaps by an outside consultant). See how accurately your professional staff can predict the most frequent concerns.
2. See if your professional staff can improve on the suggestion presented here. Determine if they see how such an analysis could assist attendant personnel.

The "Asphalt Jungle" and Grounds Maintenance

Many of the accepted features of the typical institutional environment are so "common" that they are easily overlooked in long-range planning. Yet, the

old saying that "hindsight is better than foresight" is not good enough to insure the institution has pleasant surroundings for both employees and residents. The poet, Joyce Kilmer, has alerted us to one environmental feature of great importance in his poem "Trees." This brief reading will discuss the long-range care of trees, and, unfortunately, point out that some institutions are rapidly becoming "deserts."

As demands for parking space increase within institutions (and nearly all employees and visitors now own automobiles), it takes but little observation to detect many asphalt or concrete expanses rapidly usurping available space. This problem, of course, is not the only one. A related aspect of the problem of shrinking space is that trees often are not cut down but saved. If left standing, however, there may be too little open-soil left to them. Asphalt or concrete both deny admission of water to the subsoil, and normal breathing for the trees' root systems and water supplies may ultimately hasten the death of the "saved trees." To prevent the death of trees and help maintain the beauty of the institution requires but little effort and this effort could pay enormous dividends. Water trucks routinely could inject the necessary moisture into the soil around trees that are surrounded by asphalt, or a water hose issuing a slow stream could be used to insure against tree death from lack of water. A further precaution would be to leave a minimum of two feet of unpaved soil around the trees so rainwater could soak in. Paved asphalt lots do not permit soil aeration and in hot, dry summers, surface temperatures may rise to extremely high levels.

Overall, a parking lot is a nice fringe benefit to employees, and adequate parking is an inducement to parents and others to visit institutions. As indicated above, however, these new space envelopers can also help destroy an institution's natural beauty unless a plan for watering and feeding trees is developed *and* implemented.

The institution could develop such a service as a supplement to its ground maintenance service, or it could be accomplished by a contractural service. Since other community-based plants, shopping centers and various governmental agencies have similar problems, the privately owned institution might develop such a service into a supplemental business activity providing water and food for "trees in the Asphalt Jungles."

EXERCISES

1. Have your in-service training class discuss other community-based plants, businesses, and schools that face similar problems. Make a composite list of these.
2. Call in an agent from the U. S. Forest Service or a county farm agent to assist in developing such a service.

Program Improvements Through Marketing Approaches

Among people engaged in marketing practices there is an old expression, "Don't sell the steak, sell the sizzle." Although this expression admittedly is somewhat overdrawn, these "consumer-wise" people were merely making explicit the fact that sales appeal often depends on the trappings, i.e., the way a product (or service) is packaged, made attractive, and aggrandized to promote repeat sales. In the fields identified as "helping professions," seldom do we find really skillful marketing practices. Much of the reason for this lack may be because a service rather than a product is being sold. In residential care facilities, however, many goods and products are part of the overall service package. This reading will try to relate several areas where marketing can be improved in an attempt to enhance patient welfare (particularly attitudinal), parents' satisfactions, and the image of the institution held by the general public.

One obvious product which comprises an important part of the overall service package is food. In industrial cafeterias and military food service facilities, much attention is devoted to quality control in the preparation of food. A great deal of attention, however, also goes into the marketing aspects as well since complaints often seem to center around food and eating habits. In the case of institutions, often decried by the general public as being "impersonal, cold, and indifferent" to the needs of individual patients, changes can and should be made. For example, the dishes used to serve meals often are uniformly white or only one color. A better approach, and one recognizing individual differences, would be to select cups, plates, and trays that approximate age-graded attractions. Thus, for pre-school or primary level retardates, plates incorporating pictorial scenes of animals, flowers, or novel patterns could be used. Psychologically, the dishes would reflect interest and appeal and could result in reduced plate waste. Further, for visitors, be they parents, guardians or the general public, such a practice would advertise the fact that all program areas in the institution cater to age-graded interests; and the image of the institution theoretically could benefit.

The authors have addressed ways to individualize the dining room elsewhere (Cleland & Swartz, 1969). These modifications include decorations to disguise the fact that it is an institutional dining room, the introduction of music during mealtime, and the preparation of food to complement educational units. This reading reflects yet another way marketing practices can be put to work in individualizing institutional living.

EXERCISES

1. Assign this reading and related readings on food service to cooks, teachers, and supply personnel; and survey your dining rooms to see how they can be improved.
2. In a meeting with the personnel listed in Exercise 1, following such an internal survey, call in a successful restaurant operator as a consultant to plan and implement program changes deemed possible.

REFERENCE

Cleland, C. C., & Swartz, J. D. *Mental Retardation: Approaches to Institutional Change*. New York: Grune & Stratton, 1969.

Maintaining Employee Morale During Unavoidable "Pay-Cuts"

Employees, being human, are susceptible to the entire range of defense mechanisms. One such mechanism, that of *projection*, is the "process of unwittingly attributing one's own traits, attitudes, or subjective processes to others" (English and English, 1958). Such a defense is most readily employed among workers during periods of stress; and, as everyone knows, stress can arise on either physical or mental grounds. One stress that can be anticipated by management is the stress associated with realization that the paycheck has shrunk. This occurrence, especially in a period of inflation and rising taxes, can be taken into account by sophisticated institutional managers. If advance planning occurs, some of the projected hostility can be reduced among employees. This brief reading suggests one way to shield the institution from unusual worker hostility.

Generally speaking, everyone who works and reads knows when a new "tax-bite" is going to hit his paycheck. If an employee has only minimal good feelings about his employer, however such relatively neutral feelings may turn into overt hostility with the added handicap of a smaller paycheck. Thus, although a new tax or a hike in existing taxes may arise through no fault of the employing institution, the employer may nevertheless be blamed, receiving the resultant hostility of the worker. While this may appear to be only a small problem, wise management will not see it as such. Rather it will be recognized that the lowest paid employees comprise the majority of the workers, and the totality of attitude change across the entire work force may be quite appreciable. How then can management take precautionary measures to reduce such misdirected hostility?

First, all members of the institutional management force, through training and staff meetings, should be sensitized to the existence of this phenomenon. Following this training all levels of management should be informed when additional taxes, "informal salary cuts," will affect employees' checks. Once this phenomenon is understood, it should be the subject for advance planning to make certain some substitute is given to counteract such a "salary cut." Since a pay raise cannot always accompany each increase in taxes, it is obvious human motivators must be used and from the existent management cadre. One action to take would be to schedule as many supervisory personnel as possible to be *on the job* during the periods immediately prior to and following the issuance of the payroll reflecting the decrease in salary. Absenteeism among management members should be avoided at such a time since

employees may be especially sensitive to what might appear to be "soldering at the top." Another important step management can take is to seek out employee behavior that can be verbally complimented, since such reinforcing attention may be doubly effective at a time when there is less money coming in. These then represent only a few of the precautions that management should exercise at periods of *known* stress for employees. To permit top staff to be thinned through vacations at such a time is clearly a violation of good management practices.

EXERCISES

1. In your in-service management training classes discuss this reading and determine other stress periods that deserve special attention.
2. Try to develop additional, non-financial approaches that could soften the blow of such "salary cuts."

REFERENCE

English, H. B., & English, Ava C. *A Comprehensive Dictionary of Psychological and Psychoanalytic Terms.* New York: Longmams, Green and Co., Inc., 1958.

Child-Centered Approaches to Improve the Institutional Image

One of the authors recently attended an open-house at a large state institution. This open-house was limited in scope, however, only involving an "open-house" at the superintendent's residence. All of the employees of the institution were invited along with perhaps a hundred or so "outside" friends. The major point of interest for this brief reading are the children who accompanied their parents because parents often form their impressions of an institution through the impressions of their children.

Of special interest to the author was the behavior of the very young children whose parents ranged from attendants to members of the institution's governing board. Observing the manner by which different parents kept their children from upsetting and breaking various fragile objects, one staff member was seen to take off his identification tag and give it to his daughter. Her delight was evident at once. She said, "See, I'm just like Daddy." Furthermore, the child's interest was shifted from a strange environment to herself, so much so that the remainder of the visit was spent showing other children and adults "who she was!"

This example demonstrates clearly that functions such as the superintendent's "open-house," with little added effort, can become a vehicle for gaining staff and public recognition for "child-centeredness." Further, since

22

young children are impressionable (sometimes by even a small event), it may well illustrate a means of cultivating a crop of future patrons and employees. Memory for a pleasant event can often shape a career even though the event may be in the remote past.

Thus viewed, it seems that the open-house can be a source for influencing good attitudes toward the institution. To exploit such an event, stick-on name tags should be provided for both adults and children. Psychologically, the superintendent would be saying very concretely, "I like kids too!"

By being made significant parts of an important affair, the children, in turn, would associate a pleasant situation both with the superintendent *and* the institution. Little money would be required for such a project since one person ordinarily could print the names on the tags. In brief, there would be much good will gained from a very small innovation.

Previously, Cleland and Cochran (1960) offered a simplified manner of improving an institution's annual open-house wherein *all* the institution was involved. This current reading applies on a much smaller scale, but both are treating the same subject: improvement of the institutional image.

EXERCISES

1. Try to think of some other inexpensive innovations that would help to improve the image of an institution for the mentally retarded.
2. What are some other ways institutions can influence parents through their children?

REFERENCE

Cleland, C. C., & Cochran, Irene L. A technique for evaluating the efficiency of institutional 'open-house'. *American Journal of Mental Deficiency*, 1960, 64, 817-822.

A Note on Marketing Institutions

Institutions, both public and private, have been keenly sensitive to the changes called for by parents, professionals, and taxpayers. Sensitivity on the part of the policy makers for public and private institutions is encouraged by wide press coverage and is sometimes felt so acutely that the ability of these policy makers to tell "noise from music" or to "see the forest for the trees" is badly warped. In the policy-making ranks, haste in putting together a new package for the consuming public often entails the manufacture of original names for the same old program. A case of a new "brand" name and its consequences for the patients in one state system of institutions illustrates how efforts of public officials to gain popularity with parents, legis-

lators, and taxpayers overshadowed the needs of the consumers they were really hired to serve, the patients!

During the peak of interest in mental health and programming for the retarded in the several years following issuance of the President's Panel on Mental Retardation Report, one state installed a new executive to head the mental hospitals and schools for the retarded. A newcomer to the institutional field, this person and his advisors changed the name of this system from Board for ..... State Hospitals and Special Schools to ..... Department of Mental Health and Mental Retardation. Accompanying this change, all stationery was altered and all State vehicles were repainted and given new decals to reflect this new name. As experienced institutional workers predicted, at the sight of "Mental Health and Mental Retardation" on the busses, retardates at the state schools who were of educable level and could read were impressed also, albeit negatively. It was evident to them that on each bus trip all occupants would be labelled as mental defectives. After about two years after this change, the writers learned that educable-level rehabilitation trainees at one state school had refused to ride in institution vehicles so labelled. The message is abundantly clear: pleasing those who are not patients may enhance the institution's image but alienate those who are the recipients of the institution's services.

What is suggested in the example cited here is that some retardates can read, many have been embarrassed by slurs regarding their intelligence on television and radio, and almost all can be quite hurt when their feelings are ignored. Perhaps it is timely for institutions to introduce market research on patients *and* employees (Neman, Cleland and Swartz, 1968).

REFERENCES

National Action to Combat Mental Retardation. President's Panel on Mental Retardation. U. S. Government Printing Office, Washington, D. C., 1962.

Neman, R., Cleland, C. C., & Swartz, J. D. Marketing practices and institutional services. *Training School Bulletin,* 1968, 65(2), 71-76.

Image Reinforcement by Use of Commemorative Stamps

Privately owned residential facilities for the mentally retarded can employ the mail in developing their images and objectives of service. The use of commemorative stamps may seem like a regressive move in view of postage

meters and automatic processing. If selectively employed, however, such use can be yet another way of presenting a message of service and care to the public. This reading briefly outlines ways in which the selective use of postage can assist in creating a more personal mail approach and assist in positive image establishment.

First, it is necessary to describe what the use of commemorative stamps can accomplish. On one hand, there is a greater tendency for the receiver of such mail to believe its contents are important. Thus, if an institution is mailing out monthly charges to the parents of residents, a commemorative stamp could help in flagging their attention and separating these envelopes from the growing avalanche of "junk mail". Also, there would be some among those who can afford tuition for their handicapped relatives whose hobby is stamp collecting. Firms that use commemorative stamps, therefore, not only are more *often* remembered by the recipients of such mail but are more *favorably* remembered as well. Another reason for selectively using such stamps would be to help boost referrals from certain professional groups throughout the country, e.g., physicians, psychologists, nurses, and teachers. As philatelists know, many physicians are avid stamp collectors. For the residential institution heavily reliant on professional referrals, therefore, a slight "edge" over competitors could be obtained by using commemoratives rather than meter-cancelled mail.

If any points in this line of reasoning are valid, what themes or issues have been portrayed on stamps during the past 25 years that reflect on the image of institutions in any way? In 1947, physicians were honored; in 1948, the nursing profession (Clara Barton stamp); in 1956, children's friendship; in 1957, the teaching profession; in 1959, dental health; in 1960, "employ the handicapped" was the theme of a stamp; in 1960, the Boy Scouts were honored; and in 1968, "support our youth". The denomination of these special issues was of the ordinary first-class value, but various higher denominations also were issued during this period to honor special groups or men and women of distinction. Since the stamps to be issued during any given year are announced in advance, it would not be difficult to purchase enough of a given issue for the anticipated needs of a particular institution. Heavy mail, or mail other than first-class, naturally would be metered.

Were stamps honoring physicians used by a private school on all mailings to doctors, for example, it is unlikely that many of the recipients would be upset. In short, it appears that postage stamps do have a role to play in building and maintaining an institution's image.

EXERCISES

1. Discuss ways your facility may usefully adapt this plan to your mailing requirements.
2. Would use of commemoratives be a security risk or problem in your facility? Discuss.

Annual Awards for Institutional Newspaper Excellence

In modern industry every possible communication vehicle is employed to stimulate interest in the firm and to enhance the corporate image. Thus, one finds employee bulletin boards, suggestion boxes, and employee newspapers all designed to carry information relevant to the needs of employees and the enterprise. Annual reports to the stockholders reflect yet another goal: keeping the owners informed about the health of the enterprise. All sorts of "spin-off" activities surround these informational efforts, and a Board of Industrial Editors regularly judges the best annual report and awards prizes. The present reading illustrates one way of inspiring better efforts from employees in the health professions and specifically from employees in public or private residential facilities. Since many institutions for the retarded publish employee newspapers (Cleland, 1967), our attention at present will focus on improving this communication vehicle and on introducing incentives to insure greater effort from those in the institutions who publish newspapers.

The beginning step would be the establishment of an Annual Awards Competition for the institutional newspapers in the nation. There are several ways such an award competition could be implemented, but one illustration should suffice. Some private schools have formed separate, non-profit foundations. In the private schools for the retarded, for example, The Brown Schools and the Devereux Schools have foundations. In addition, there are foundations for the support of mental health. Some, such as the Hogg Foundation for Mental Health, are anchored in University settings. As a worthwhile joint endeavor, two such foundations could combine their resources to sponsor "Annual Awards for the Best Institutional Employee Newspaper". Why? Very simply, because institutional newspapers ordinarily are not very well conceived and, more importantly, because the image of institutions long has been one of low regard (Seitz & Cleland, 1967). For a jointly sponsored effort such as mentioned above, therefore, an incentive of recognition and perhaps of monetary gain as well could easily be installed to evoke greater effort from institutional editors. For example, if the Brown Foundation and the Hogg Foundation for Mental Health sponsored such an event, they could draw judges from the University of Texas Journalism Department (either faculty or students in training), establish criteria for excellence, and impartially judge the entries. A further benefit, of course, would be the national exposure given the foundations supporting such an annual event. Entries (the institutional newspapers) in turn would provide the journalism students and faculty an interesting array of data capable of provoking further study and fostering improvements in institutional editing.

Communication is rather poorly developed in the helping professions. This brief reading presents the outline of a method of improvement that could evolve into a more systematic approach for communicating with all the disparate parts of this complicated enterprise. In a field where turnover is high, efforts must be intensified; and addressing the body of institutional employees in interesting ways deserves at least some attention.

REFERENCES

Cleland, C. C. Intra-institutional problems IV: Communications. *Training School Bulletin,* 1967, 64, 81-91.

Seitz, S. & Cleland, C. C. Changing existing attitudes—A dissonance approach. *Psychological Reports,* 1967, 20, 51-54.

CHAPTER II:
PRESENT DAY EMPLOYEE-ADMINISTRATIVE CONCERNS

Functional Advertising for Institutions

Examination of the advertisements of public and private institutions in various professional journals attests to a relatively static and somewhat unimaginative way of viewing the needs of parents of retarded or disturbed children. Insofar as private institutions are concerned, such is especially true since their clientele holds different values than do relatively lower income parents. This reading will explore ways of making advertising carry information that more accurately reflects the interests and values of upper-middle or higher income parents.

First, in what ways do parents select a residential placement for their child? Low income people, for example, in a sense are captives of space and time. By necessity they select an institution they can reach in the shortest time, and such a selection necessarily means one close to home. Space and time also figure prominently in the selection of a residential facility for the children of the well-to-do. Since their mode of travel typically is by air, however, nearness to home means much less to this wealthier group. Parents of children in private schools also want to know what is available to do, with or without their child, when they come to visit. Therefore, although basic information on the private facility should be included in advertising efforts, a lot more can be done to capture the interest and business of such a group of readers. Furthermore, the professionals who make referrals to these parents also are usually of upper-income level and likely tire of seeing the same type of advertising from a number of such institutions.

As a departure for more informative and interesting ads, we can learn a great deal from the Convention and Tourist Councils' Handbooks as pre-

pared to promote major cities of the United States. One such handbook, for Kansas City, gives the following distance and flight, rail, and road travel times:

MILEAGE AND TRAVEL TIME CHART TO KANSAS CITY FROM 16 MAJOR CITIES

City	Air Miles	Flight Time	Rail Miles	Rail Time	Road Miles	Average Time
ATLANTA	711	2:20	888	22:00	817	16:30
BOSTON	1264	3:38	1399	26:00	1442	28:30
CHICAGO	404	1:05	449	7:30	504	10:00
CINCINNATI	537	2:15	617	14:00	591	12:30
CLEVELAND	692	2:30	789	13:30	799	16:00
DALLAS	452	1:14	623	11:40	491	10:00
DENVER	552	1:30	640	10:30	611	12:30
DETROIT	619	2:32	732	13:30	752	15:00
LOS ANGELES	1368	3:10	1743	32:00	1544	32:00
MIAMI	1254	3:35	1602	40:00	1477	30:00
MINNEAPOLIS-ST. PAUL	406	1:07	489	10:00	461	9:00
NEW ORLEANS	678	2:50	870	21:20	834	17:00
NEW YORK	1109	2:14	1409	26:00	1192	24:00
ST. LOUIS	229	:45	276	5:00	249	4:30
SAN FRANCISCO	1507	3:17	2014	36:00	1873	38:00
WASHINGTON	944	2:00	1216	24:30	1053	21:00

Obviously, in a journal ad for a private school the size of such a chart could be reduced by half, but the point to remember is that these may be important considerations to parents who wish to place their child. They may want the child in a warm climate, far from their home, but they also want good air schedules. Such a chart gives parents (especially the father) a quick reference that guides them in scheduling business trips along with side trips to visit their child. Other ads, in addition to the basic information on care of the child, might reflect football schedules, city vital statistics, hotel and motel accommodations, and recreational facilities to convey information of interest but also to acquaint the journal readers and potential employees with data about the city. In such a fashion dual-purpose ads could be developed for each month or journal issue, with the data coming from Chamber of Commerce publications. This procedure would take a certain amount of pathological focus out of such ads and perhaps even enhance the image of the facility at the local level. After all, in one sense the facility is selling the community where operations are based. Finally it is not inconceivable that sharing costs of advertising might occur if alternate ads stressed a related enterprise, i.e., hotel or motel.

The above suggestions are provided to help bring advertising more into accord with modern-day, upper-income people's interests and needs. Wealthy people are busy people, and anything that helps them in scheduling their time, such as the proposed dual-purpose ads, should be well received. If

28

charts and data included were wallet-size inserts, executives could clip and retain for future use.

EXERCISES

1. Conduct a survey of advertisements for private institutions appearing in current professional journals, and develop ways for improving them using the suggestions given in the present reading as starting points.
2. Conduct a similar survey of advertisements for public institutions.
3. Compare how similar or different the advertisements for these two types of facilities, and the ways for improving them, are.

The Credibility Gap in Institutional Communications

In one survey of attendants (Bensberg and Barnett, 1966) it was found that many attendants listed more information about specific patients as one of their primary needs. Professionals in institutions ordinarily secure a great deal of pre-admission information about a patient's social history, school records, and medical data. For various reasons, however, they deem most of this information confidential and only pass along those facts they consider vital or innocuous. Initially then, professionals get the most information about patients. Following the admission of the patient, however, the attendant, through direct experience with residents, quickly becomes the information expert. In this manner the game of "who has the information" begins; and the attendant, now the possessor of the most current information, is in the unique position of being able to withhold or bestow it. In short, attendants learn quickly that knowledge is power. Since ultimately professionals are reliant on attendants for much of their information, it seems that reciprocal sharing could do much to end an "information game" that can only interfere with treatment. In reality, when professionals decide on which ward to place a new admission, the attendants are informally "tipped off" about the type of patient being admitted. The attendant also often is given a great deal of information of a medical nature. Seldom, however, is he told anything very helpful about the behavioral picture the patient presents. Small wonder then that attendants identify most strongly with those in the medical field since these are the professionals who help them the most before their direct observation allows them to really know the patient.

At this point an interesting question arises: Knowing that ward placement alone provides an attendant with information on new admissions, why is it that the important elements of the social history are not routinely provided? Granted the necessity of safeguarding certain information for

legal reasons, it seems that at least some of the attendants' anxieties would be reduced by this additional, albeit imperfect, information about the patient. Furthermore, in those institutions where such a practice has not been customary, it should serve to indicate a professionl staff trust of those delegated the roles of surrogate parents. Another anticipated outcome of this sharing of information might be a "returning of the favor" by attendants. It is well known that there is some information which the professional staff can *only* obtain from this important employee group. As mentioned above, much of the problem of the professional and sub-professional "I've got a secret" game is a myth. It appears timely to recognize the veil of secrecy surrounding information sharing for what it really is and to improve the relationships between professional and attendant personnel at every possible point.

EXERCISES

1. Which employee group, professionals or attendants, do you think has the most valuable information about patients? Why?
2. Try to design a study to test which group knows the most about patients on a select set of operationally defined behaviors.

REFERENCE

Bensberg, G. J., & Barnett, C. D. *Attendant Training in Southern Residential Facilities for the Mentally Retarded.* Atlanta: Southern Regional Education Board, 1966.

Convenience to Consumer Through Creative Marketing

Charles G. Mortimer, Chairman of the General Foods Corporation, in a lecture before the American Marketing Association, issued a challenge to think and plan imaginatively, ". . . to serve consumers better than they have ever before been served, and to anticipate what their needs and wants are likely to be one, two or five years hence. . ." (Mortimer, 1959). Such a plea for greater convenience and more creative pricing includes both product *and* service-oriented organizations and, in fact, can be highly relevant to the private residential facility for retarded or disturbed persons. This is true because *convenience* often represents the decisive factor in the purchase of a service. The following paragraphs indicate one approach that could, in certain cases, improve the competitive position of private institutions.

If one looks around for parallel organizations, insofar as they offer services rather than products to people, one thinks rather automatically of motels and hotels. In these service-oriented and highly competitive facilities

one finds many efforts being expended to bring convenience to the consumer, i.e., from location proximity to check-cashing. One convenience that is well established is the charging of fees via the credit card. Not only does this method of payment make for convenience to the consumer, it also provides an extra advertising means to the hotel. For example, Carte Blanche, a credit source at airlines, restaurants, hotels, motels, auto-rentals, and various shops, issues advertising at a variety of locations and produces a magazine that gets wide circulation at many resorts, hotels and motels. American Express, another credit organization, offers a similar array of conveniences. Monthly charges may range up to $1,000 and the holders of this type of card usually are individuals in the middle and upper income levels. These income levels, of course, are the ones that private institutions customarily serve. If priv. . residential facilities also were added to credit card organizations, such a convenience would mean a central billing as opposed to yet another separate invoice. Private schools could benefit by the added advertising, covering a market almost exclusively in the upper-level income groups. If a private school were to become affiliated with such a credit organization, it should also serve to remove some of the "mystery" that has typically surrounded institutions. While such a step might be considered bold for an institution, it would nevertheless suggest to the intended audience of consumers a private institution that dares break with tradition. In effect, such a move would be toward humanizing institutions. In brief, what is suggested is merely an effort to provide the consumer of private schools' services with a convenience heretofore lacking. For the school, the potential benefit would be that of reaching via advertising an important target population.

EXERCISES

1. Appoint several members of your management staff to investigate the possibilities of becoming a member firm of Carte Blanche, American Express, or some similar credit organization. What would be the costs to your institution? Advantages offered? Extension of advertising effort?
2. In your supervisory-professional staff training sessions discuss the merits and flaws of such an approach.
3. Discuss the ethical-legal and philosophical implications of extending marketing principles into institutional operations. Is there any valid objection to such an approach? What is it?

REFERENCE

Mortimer, C. G. The creative factor in marketing. In Holmes, P. M. *et al.*, (Eds.) *Reading in Marketing.* Columbus: Charles E. Merrill Books, Inc., 1963.

Improving Institutional Operations by Containerization

Institutions ordinarily purchase a variety of automotive stock to insure functionality, i.e., various trucks with differing body styles are used in a number of jobs. The flat-bed 2½-ton stake truck may haul trash, cattle, or other supplies. Other trucks may be selected for jobs requiring smaller loads or because they have a smaller turn radius and demand less overhead or side clearance. Thus, a number of trucks of varying size are needed to maintain a typical institution. There are recent developments in the transportation industry that can lend greater flexibility to institutional distribution systems, and one of these advances—containerization—is discussed in the present brief reading.

Among the advantages of moving into container systems are reductions in costs through lessened needs to provide warehouse storage, time reduction in turnaround, and so forth. In institutional laundry operations, for example, pickup of soiled clothing typically involves loading sacks from each ward. Aside from the sanitary considerations, the pickup is often wet and involves many loadings from each pickup stop. Containers, by contrast, would be especially adaptable and need be lifted only one time to secure an entire load. If sealed containers were used, rains or wind would not affect the contents and such units would be far longer-lived than most conventional laundry containers. Another obvious area of institutional operation wherein a container system might prove advantageous is in fire safety. Ordinarily, most institutions have some quasi-fire truck or trucks, but typically, major fire protection is afforded by the community adjacent to the institution. Through utilization of containers that would fit existing trucks, interchangeability could provide additional, quick conversion into a fire department of double the existing size. A container complete with chemical fire-fighting equipment is what would be required; and in the event of a fire, one could simply install this container in place of the one currently in place.

Overall, there are many uses for container systems in institutions, and cost-savings and flexibility are merely two of the easy-to-spot advantages. The use of containers could even be extended to reduce warehousing requirements. In private and public institutions that are proximate to other sister institutions, the interchangeability and pickup of containers could greatly reduce the turnaround time by having them pre-loaded. Fuller exposition of the advantages of a container system can be secured from manufacturers (for example, The Truehauf Corporation of Detroit).

EXERCISES

1. Have your class discuss the advantages and disadvantages of containers in your institutional food service, maintenance, and other departments.
2. Assign a class member to deliver a report on containerization and to adapt and apply the principles to institutional operations.

Individual Differences in Sleep Needs

Mass care settings, such as institutions for the retarded or mentally ill, are always seeking better methods of proper ward placement. The ordinary criteria for placement into a suitable ward include sex, size, age, and intelligence. In some mental hospitals ward admissions have been made more recently on the basis of the section or county of residence. Still individual differences continue to frustrate efforts to homogenize wards. Assuming that homogeneous groupings are beneficial (and this assumption may be questioned by some authorities), are there other untried approaches that may assist institutions in their ward placement efforts?

A closer examination of patients' "inactivity", rather than exclusive attention on their active or awake states, would seem to offer one approach to grouping that could be beneficial. Although sleep is not a state of complete inactivity (Murray, 1965), it is nonetheless a sufficiently dormant condition to escape much attention on the part of institutional workers. There are simply too many active and more engaging states on which to focus attention, i.e., fights, escapes, and so forth. The focus of most institutional workers is on the *obvious*. Were greater attention given to the "not-so-obvious," however, it is remotely possible that placement strategies might be conducted more smoothly. If there is any merit in such a notion, what can be done to investigate how sleep habits can influence ward placements?

First, institutions are extremely "schedule-bound." To get evidence on the "inactivity" side of institutions requires that one temporarily relinquishes his fixation on schedules. A few questions may help guide efforts to assess the inactive side of instiutional life. First, what would happen if a ward of educable retardates were not awakened to prepare for school? Who among them awakens spontaneously at the correct (usual) getting-up time? More importantly, who, other than perhaps ward attendants, would be able to answer such a question? Very likely, no one member of the medical, administrative, or research staffs would have the slightest idea. This state of affairs is unfortunate since such information, regularly kept, could be vital for individual records and perhaps also for research. The major issue, of course, is to generate records that reflect individual differences in sleep patterns so that later these could be employed in research. Perhaps only in institutional hospitals where the physically ill residents are housed is such information regularly kept; and its usual charted form typically is a clinical note: "Patient had a restless (or good) night." What is needed are records on each retardate on items such as the following:

1. Who awakens before being awakened?
2. Who gets up during the night? How often?
3. Who takes naps during free time or on unscheduled days? What is the frequency?
4. Who goes to bed early?

Answers to these kinds of questions would enable one to develop individual sleep charts over a period of time, charts that would reflect averages of

the group. From these data it might be possible to ascertain the sleep needs by intellectual level, sex, age, and so forth. Such data would also help one determine the range of hours slept within select subgroups of profoundly or mildly retarded persons.

Like other needs, sleep needs vary in strength. Answers to some of the questions posed here could help in ward placement, program planning, and other institutional endeavors—perhaps even influencing learnings obtained in the educational program. Technological advantages make it possible to monitor sleep habits without undue disturbance of the person sleeping. A closer look at this aspect of institutions probably would reveal an important new dimension of research on patients.

REFERENCE

Murray, E. J. *Sleep, Dreams, and Arousal.* New York: Appleton-Century-Crofts, 1965.

Critical Events, Case Studies and Attitude Training for Educable Retardates

Typically the case study approach to teaching is relegated to business schools, law schools, or certain of the clinical professions. In these instances case materials are used to inject realism and to train students in analytic skills and in better comprehending broader principles. The brief reading which follows will attempt to show that case materials, appropriately adapted, can be useful in attitude training of educable-level retardates.

If serious consideration is given to the needs of late adolescent retardates who have already reached their maximum capacity in reading and in other tool subjects, the area of attitude training deserves a serious look. Much of the material currently available for such training, however, may simply be too remote in time, space, or characters for retardates to grasp. The answer to such a material problem may lie in the development, at the institutional or public school level, of materials of local interest. One way of doing this is to catalogue critical behavioral incidents that are widely known throughout the students' "grapevine." For example, suppose one major concern of teaching is to develop in retardates healthy attitudes toward work and their employers. In the institutional setting many work supervisors are employed who have responsibility for "helper" or "working" residents. Here then is a primary source of critical incidents wherein good or bad work attitudes can be catalogued. Too often, little formal exchange takes place between the work supervisors and the institution's teachers. On a monthly basis perhaps, teachers could meet with these supervisors from food service, laundry, maintenance, and other departments and ask them to help develop these case

studies. By providing firsthand examples, the supervisors could furnish teachers with the nucleus for case studies. Obviously, the supervisors would not actually write the cases. If sufficient detail were provided, however, teachers could write them at a suitable level of reading difficulty. In certain instances illustrations (perhaps in cartoon fashion) might be required to clarify especially complex issues. Other cases, around which class discussion might be generated, could include issues regarding sex education, peer relationships, theft, and health care. Once cases are developed, they can be tried out in classes. The case study method, employing central issues of easily identified importance to retardates, could make reading serve a dual purpose: skill acquisition in a tool subject plus acquisition of knowledge on a variety of social issues. If well conceived, such cases could prove highly motivating since they would involve known characters (both staff and retardates could be included). Reading about, discussing, and trying to solve such problems undoubtedly would be much better provokers of interest than often remote personages or events.

EXERCISES

1. Provide teachers with examples of cases from industry, law, or clinical psychology, and practice analytic skills in grasping the major issues.
2. Following exposure of teachers to case studies, discuss the pros and cons of attempting to develop similar materials for retardates.
3. Consider developing such case studies and then exchanging them with other similar institutions or schools in order to rapidly enlarge your materials.

Programming Institutional Inventiveness Among Employees

Rossman (1964) in his *Industrial Creativity: The Psychology of the Inventor* indicates that, "It is rare that inventors make a single invention. They are recidivists, constantly planning and designing new inventions." This statement, unfortunately, receives too little attention from those who occupy managerial positions and it is perhaps most notably overlooked within the realm of institutional operations. Nevertheless, institutions need inventions; and among the employees of institutions for the retarded or psychotic of this country inventors, though rare in number, do exist. A major problem, and the one addressed in this reading, is the identification of such people, recognition of their ability, and improving or increasing their productivity.

Various kinds of awards or incentive programs exist in all institutions, public or private. In the writers' experience, however, a rather large number of such achievement recognition programs are biased in favor of professionally trained people. Thus, "the best theoretical paper of the year" or

"the most innovative training plan" are rewarded. Relatively ignored are the legions of sub-professional people, the clerical staff, maintenance employees, food handlers and attendants. When there is little expectation of getting innovative ideas or inventions from sub-professionals, such an attitude tends to create a pessimistic feeling of, "Why try? They (the top administrators) don't really believe us capable of creating." Thus, a first step to take in mining this large untapped reservoir of potential is to feature in employee newspapers an announcement of awards for labor-saving, cost-cutting, or other useful inventions or plans. This procedure, of course, differs from the employee suggestion system employed by some institutions and would be a more systematized and highly rewarded program. Thus, if an employee were to develop a "noise absorber" for use in areas of the institution where quiet is a desirable objective, the institutional management, via volunteer or private foundation assistance, would lend help to the inventor in the form of legally obtaining patent rights and guaranteeing all necessary guidance. An even better plan, however, would be for a private foundation to sponsor such a program, issuing announcements to all public or private residential institutions for dissemination to all employees. Were several awards bestowed each year, the foundation soon could develop a cadre of institutional inventors who periodically could get together to explore ways and means of tackling new problems. At present the need for mechanical and social inventions to improve institutional operations is unfilled save on a rather hit-and-miss basis. By way of contrast, industry has systematically mined such talent and the culmination of such efforts may be observed in the research and development component of Bell Telephone Laboratories and in the enormous complex of research and development at General Motors. The present level of institutional sophistication in this area at no point approaches that of industry.

As institutions become more highly mechanized through air-conditioning, computers, and increased use of machine materials handling, some effort to improve and create new technology seems apparent. The private foundation seems a logical choice for beginning.

EXERCISES

1. What are some other ways of encouraging institutional employees to be more inventive?
2. What are the disadvantages of the plan outlined in the present reading?

REFERENCE

Rossman, J. *Industrial Creativity*. New York: University Books, 1964.

36

Categories of Reader Concerns as a Source of Ideas

Somewhat neglected, insofar as any orderly or systematic treatment is concerned, are the reactions of readers of the hundreds of journals and magazines currently in existence. This state of affairs seems unfortunate since private businesses and publicly supported enterprises alike need to be ever sensitive to consumer demands. In this day of accelerated diversification and acquisitions, it seems that even greater attention should be given to the grass-roots voice of the consumer. This brief reading provides some suggested approaches that may prove valuable to enterprises interested in acquisition *or* diversification, be they production or service-based.

First, it is a rare manager indeed who does not subscribe to at least some magazines and professional journals. Rarer yet is the manager who has time to read more than a fraction of the available literature. What remains unread, for whatever reasons, constitutes waste. To recover some of this waste for the good of the enterprise appears a desirable goal. How is such a goal accomplished?

One approach is to secure an internal audit of the magazines *and* professional journals received by the various members of top management, i.e., those individuals "who are responsible for the determination of broad policies and procedures, and whose decisions affect a large part of the organization" (Benn, 1952). Once a master list, which would include popular news magazines of the *Time* or *Look* variety as well as professional journals such as *Science* or *Folia Primatologia,* is available, it would be possible to make a number of interesting and perhaps valuable analyses. Further, it would not be necessary for the highest paid personnel to conduct such an analysis. In institutions for the handicapped one might assign such work to volunteers; in other types of organizations, staff people might be delegated such an assignment. The entire operation, from the design of a form to carry out the magazine-journal audit to the writing of a final report, could be a special staff assignment. What might such an operation achieve?

From a knowledge of "who reads what" (the audit), copies of the various journals and magazines could be obtained on loan. One initial, and important, result which would be expected should be some increased awareness of *trends*. What do the readers react to in either popular magazines or in the more esoteric journals? At what points are there detectable mutual concerns for lay and professional readers? Over how many different fields (as represented by the journals and magazines) are mutual concerns (trends) noted? For example, the writers selected a total of six magazines and professional journals and simply catalogued the concerns expressed by the readers in the "letters to the editor" and "comment" sections and extracted several common themes. These six publications were *Time, Psychology Today, Business Week, Phi Delta Kappan, Fortune,* and *Forbes.* One very broad and overlapping theme was that of the "student revolt." A much better trend analysis, however, would be possible by a wider sampling of such literature, ranging from traditionally male magazines such as *Playboy* through those that are almost exclusively geared to female readers, such as

Vogue. Thus, to really detect genuine and common trends which could reveal new business directions, the analysis of letters to the editor from a broad band of magazines and journals would be desirable. If such an analysis were conducted each month for one year, categories of persistent, mutual concerns could be identified for which future business directions might be charted.

EXERCISES

1. Discuss this reading in terms of your own organization. Do you believe that the responses (letters to editors) can give some help or do you believe persons who write letters are so "non-average" or biased that little stock can be placed in such an approach?
2. Consider the plan outlined here and discuss ways it could be improved for use in your organization.

REFERENCE

Benn, A. E. *The Management Dictionary*. New York: Exposition Press, 1952.

Labor Surplus and the Residential School

Production-oriented industries in the United States since the latter half of 1969 have suffered a decline in the number of workers. As a result of a rather general decline of industrial output, reduced demand for certain consumer hard goods, and automation, it is now rather common to find certain major industries (for example, auto and aircraft) advertising in various business newspapers and journals for one major reason only: assistance in placement of their "surplused" labor. A recent ad for Boeing in the *Wall Street Journal* ran as follows: "Personnel available for immediate hire. The Boeing Company is helping to locate new positions for *several thousand employees* (writers' italics) affected by company manpower reduction." The same conditions prevail in the auto industry as well. Moreover, it is not unusual today to read of the difficulty some recruiters experience in colleges and universities across the nation. Recruiters from industries engaged in defense work have had considerable difficulty, occasionally even being denied access to campus recruiting spots by students resentful of anything that smacks of the military. Peace, love, and beauty have been for some time the vocal motivations of many college students. The beginning year of the 1970s, however, has brought a new problem for the under-thirty generation of students: many employing firms simply do not need more employees. Thus, in a very short period of time the job outlook for many college students has turned from one of unbridled optimism to one of very dreary

prospects. The employment picture is particularly bleak for students whose specialities are in aerospace, electronics, electrical machinery, and other similar technical fields. Further, those students graduating with advanced degrees have even poorer chances for employment if their fields of competence are in some of the more technical areas.

What does all this mean for private and public institutions for the mentally retarded? How can this surplused labor and these recent graduates in science and engineering be used to the best advantage?

Fortunately, many of these students and surplused laborers do possess a strong desire to tackle social, rather than military-defense oriented, problems. Since many of these individuals now are desperately seeking employment, they obviously need to be alerted to the humanitarian work available in improving the lives of handicapped persons. As some other readings in this book indicate, there are many types of handicapped who present challenges far beyond the skills of the physician, psychologist, or nurse. The engineering and technical problems not only go beyond the capabilities of the traditional helping professions, but some problems may exist that can be identified only by physical scientists and engineers. Biomedical research has barely entered the institutional field. Even now, however, telemetry, servomechanisms, acoustical physics, and various sub-specialities could greatly enlarge the problem solving and research capabilities of institutions.

In the Boeing Company reduction, the kinds of employees surplused cut across an interesting array of talent. Included in the cutback are engineers, professional workers, technical management personnel, and those with a wide variety of factory skills. Because of university budgetary cutbacks a number of young, well trained Ph.D.'s in the "helping profession" categories are now either unemployed or working at jobs outside their specialties. For the private schools, especially, it therefore appears that there may be quality personnel in abundance for the first time in a number of years. It also seems likely that private schools can assist private industry in the effort to place at least a portion of the surplus manpower. For example, the Boeing Company provides prospective employers with personnel data and assists in arranging interviews. Therefore, although perhaps only a limited number of such employees can be absorbed by residential facilities, it certainly suggests that the time is near at hand when the advertising budgets of private schools can be reduced substantially, especially in the search for professional and clerical people. At a time when taxes are especially high and there is a sort of "profit crunch" for many private enterprises, personnel managers of institutions should be particularly alert to those ads which seek jobs for surplused employees. Such a situation nationally also affords institutions which have had difficulty recruiting in past years an opportunity to balance jobs within the organization.

Several possibilities exist for institutions to avail themselves of the services of the "surplus" scientists. On-campus recruitment by service-oriented firms that deal almost exclusively with human problems might be one approach. Another might be to enlist and enlarge the capabilities of institutional personnel offices to assist such surplus scientists in career changes.

Participation in various in-service training sessions for attendants, volunteers, and parents, as well as tours of institutional facilities would tend to sharpen their thinking on the many real problems within institutions. These activities also would serve to eliminate quickly those who could not adjust to such employment.

Assuming some of these persons were employed by institutions on a trial basis, what problems could they tackle? Ambulation training would be one important one. If learning to walk in a reduced gravity medium (e.g., water) is the goal, many of these scientists would have knowledge of human behavior in gravity-reduced mediums as well as capabilities in simulation techniques. Noise reduction in high density areas might be accomplished by the skills of an acoustical engineer and physicist working as a team. Many other technical issues that relate to the multi-handicapped have been discussed elsewhere (Cleland & Swartz, 1969), and a close reading of this work could assist engineers and others in rapidly attacking such problems.

What the present reading suggests is that institutions now are in a position to enlarge their treatment teams and, at the same time, to increase the technology in a field considered by many to be sterile in innovation.

REFERENCE

Cleland, C. C., & Swartz, J. D. *Mental Retardation: Approaches to Institutional Change*. New York: Grune & Stratton, 1969.

Uniforms as Reinforcement

Institutional patients, mentally ill or retarded, are more frequently engaging in sports and in other recreational activities formerly held to be unsafe or too vigorous. The current philosophy of institutional recreation is a more practical conception and runs somewhat as follows: "Since in the absence of a variety of active events patients seem to get as many or even more injuries, it seems that the kinds as well as the extent of injuries received would be more predictable and controllable through sports events than would those received in fights and in other less desirable and patient generated activities." For these and other reasons, the institutional recreation programs today sponsor a wider variety of participant sports than ever before. This reading will suggest how such events can become even more of a learning experience than is now the case.

To place a greater reward value for patients into team sports such as baseball, softball, and football, the importance of the uniform should be considered. Many institutions field a baseball or softball team clad simply in their usual work clothing. By giving bats, balls, and mitts to the players it is often assumed that everything necessary has been provided. The identi-

fication provided by a uniform, however, could serve to reward players and assist spectators in distinguishing one team from another. Further, each player's uniform could carry his number, thus giving him a reason for learning his and other players' numbers. If rehabilitation hinges upon a varied array of reality contacts (i.e., reality with the larger society in mind), then uniforms could serve this purpose well. How? Very simply, a great deal of learning by young normal children occurs by chance. The smalltown ball club may have uniforms donated by various business establishments in the community in order to advertise their products. By such means the local clubs are also subsidized, since few have sizeable treasuries and large gate receipts are not ordinarily forthcoming. The young spectators, by identifying their "heroes" on the playing field, learn more then than just the numbers of individual baseball players—they learn a little of advertising, community business activities, and other aspects of reality in their culture. These same sorts of reality experiences could be promoted in institutions. Merchants, for example, could purchase uniforms displaying their ads and local business or factory interests and donate these to the institution's team. By such a procedure they would be assisting in rehabilitation, and also would be concretely recognizing the important economic role of the institution in the community. More importantly, however, this form of community leader involvement in institutional affairs could serve to bring about closer bonds between community leaders and institutional leaders on grounds that are well understood, i.e., sports events. For institutions having no active interest in rehabilitation *per se* due to the nature of the physical or mental problems of their residents, uniforms could still be useful in advertising that a certain player represents a cetrain ward. This identification could be beneficial in helping patients who are regressed or who comprise long-term placements in identifying with the institution rather than rejecting it.

The examples given above illustrate only a few of the ways clothing can be made to serve the function of bringing a more varied reality to bear on residents in institutions.

EXERCISES

1. Consider products purchased by your patients and try to expand on the idea presented in this reading. Example: "Coca-Cola" could be a good baseball uniform ad.
2. Think of other ways you could interest local leaders in your institution.

Selective "Overbuying" In Private Institutions

A continuous activity in every institution is that of feeding the patients and often the staff as well. Such an obvious occurrence, pitted against current

inflationary trends, presents the astute institutional manager (especially of the privately supported school) a method of increasing the dividends from relatively fixed-interest capital investments. The present reading shows one method whereby "lazy capital" can be more efficiently put to work.

Business Week (1968) indicated "food and housing . . . are showing substantial hikes, and will continue to do so. Wholesale food prices were rising rapidly in January and February." Knowing these facts, and having a relatively stable number of meals to project against, it would appear wise to "over-buy" on certain non-perishables that almost certainly will be higher in cost in the near future. Major considerations, of course, include warehousing costs and the availability of space. It might even be wise to borrow money in order to stockpile goods that almost certainly will increase in value. For example, if a private facility has surplus capital invested at a fixed rate of interest, the same amount of money invested in food could perhaps exceed this return as a function of general inflation. Certain large private institutions having adequate land might even find it profitable to erect Butler-type buildings to warehouse foods. At a later date these buildings could be converted into other needed facilities such as maintenance shops, motor-pool sheds, or recreational units. Many factors might argue against such a profit-supporting move. As the purchasing power of the dollar shrinks and food prices rise, however, it seems certain that maintaining an adequate profit margin in private institutions will require considerable planning, including an accurate knowledge of changing market conditions.

EXERCISES

1. Have your business manager or chief accountant prepare a comparative set of figures wherein food wholesale costs increase at a single 5 per cent rate per annum as contrasted to a straight yield of 6 per cent interest at the bank.
2. In a staff meeting, discuss the merits and flaws of the plan presented in this reading.
3. Have your medical staff, including your dietician, prepare lists of non-perishable foods that financial advisors can check against projected futures.

REFERENCE

Business outlook. *Business Week*, 1968, (March 9), 23.

Experimental Simultaneous Vacations: An Approach to Strengthening Houseparent-Retardate Relations

Despite many efforts to improve the quality of institutional living for re-

42

tardates, there are still many aspects of this life that call for improvement. Several authorities have indicated the key role that attendants occupy in relation to residents. It is the intent of this brief reading to suggest one means of increasing rapport between attendants and retardates, especially those of educable level.

The writers often have been impressed with spontaneous remarks by retardates subsequent to the vacation, retirement, or death of one of their attendants. Examples of these remarks include, "I sure (sic) be glad to see old man ..... get back" and "Wonder what old .....'s doing on his vacation?" Some of these remarks were made by 18- to 25-year-old, educable level retardates with histories of misbehavior. What these remarks signify to the writers is that there does exist a rapport or identification between attendants and retardates that is stronger than many would suspect. The old cliche, "Absence makes the heart grow fonder," seems to highlight the mutuality of this feeling state. The question addressed in the present reading is, "How can this relationship be strengthened and incorporated into program planning in a systematic way?"

First, it would seem desirable if the attendant-retardate relation could be strengthened by two-way interest. When attendants return from their vacations, they often have experiences to tell their "boys." In a sense, they are "recharged" and "rejuvenated." The residents, however, may have continued with the usual routine, the only exception being a relief attendant as their surrogate parent. To permit both the vacationing regular attendant *and* his boys to start institutional work and living anew, it is proposed that residents be programmed for vacation during the same time that the attendant is absent. This plan may sound impossible to implement at first, but not if the situation is examined in greater detail. First, in many large state-supported and some private institutions, the bulk of attendant vacations occur during the summer months. Also, there are always some educable retardates who, year after year, are neglected by their parents or guardians and do not receive their furloughs (Cleland, Patton, & Dickerson, 1968). For selected retardates from this neglected group, easily identified from master records, it therefore would be possible to have their summer recreation program (perhaps bolstered by volunteers) include a vacation away from the institution. The foreseeable benefits could very well include a renewed interest on the parts of both attendants and patients: both, following vacations, would have new experiences to share. In addition, if the summer vacation for those who never receive furloughs is successful, it could become an effective incentive for year-long good behavior and also be meaningfully related to rehabilitation.

Although this briefly discussed concurrent vacation is somewhat complex, it is not impossible; nor would it involve inordinate expense or manpower. It might best be tried on an experimental basis, using both a control and experimental ward, principally to ascertain behavioral outcomes but also to ferret out any logistical problems. In essence, it is another way of trying to improve the relationships between attendants and their charges.

EXERCISES

1. Criticize the plan presented in this reading, both pro and con.
2. Can you think of simpler ways to strengthen rapport between attendants and retardates? What are some of them? Would they be better than the plan proposed here?

REFERENCE

Cleland, C. C., Patton, W. F., & Dickerson, W. L. Sustained versus interrupted institutionalization: II. *American Journal of Mental Deficiency*, 1968, 72, 815-827.

Grants and Executive Time

Time is an inelastic feature of any organization and since it is subject to no variation in amount, it is therefore a commodity to use wisely. Such an obvious statement compels even greater attention from institutional administrators today then ever before. The present reading will isolate and discuss one current "time robber," grants.

Nearly all state-supported mental hospitals and institutions for the retarded, and even a number of privately owned facilities, are now deeply involved in the business of getting grants. Much of the money received undoubtedly is spent on worthwhile activities, but there are hidden liabilities for organizations that are obscured by the "glitter" of the gold. In a very subtle way, grants and their "care and feeding" detract from the administrative attention that patients and employees require. Since Washington, D. C. is the focal point nationally for administration grants, and since the United States is divided into four different time zones, administrators' schedules may be uniquely altered by the acquisition of grants. For example, grant agency personnel may report to work at eight o'clock while it is only 7, 6, and 5 a.m. in the time zones farther west. Business with Washington personnel conducted via telephone is thus necessarily done at some sacrifice for institutional-based administrators who must maintain a variety of grants. An administrator on the West Coast reporting for duty at 8:00 a.m., who needs to contact Washington, will thus have one hour to do so before Washington personnel go to lunch, assuming they miss the time devoted to the coffeebreak. After the Washingtonians return from lunch, the Westerner has only one hour before his lunch time and, at 2:00 p.m. West Coast time, the Washington agency closes! The point is that someone's schedule must bend if business is to be conducted, and it is not likely to be the schedule of the grant agency personnel. Admittedly, this is an extreme example of how remote schedules may influence institutional time, especially at the top

levels of administration. Nevertheless, depending upon a given institution's needs to acquire and maintain such grants, it is obvious that employee and patient needs may suffer accordingly. For a fuller discussion of institutional time and its distribution, see Cleland and Dingman (1970).

EXERCISES

1. Using this reading as a warm-up exercise, have your top administrative-professional staff discuss "time-robbers" in your organization. Following this discussion, determine corrective measures.
2. Examine this time problem with representatives of your sub-professional staff.

REFERENCE

Cleland, C. C., & Dingman, H. F. Dimensions of institutional life: Social organization, possessions, space and time. In A. A. Baumeister & E. C. Butterfield (Eds.), *Residential Facilities for the Mentally Retarded*. Chicago: Aldine, 1970.

Homogeneous Staffing

In their studies of mental hospitals, Deane and Ansbacher (1962) have suggested that commonality of background between attendants and patients is a therapeutic factor. Commonality includes similar educational and socioeconomic backgrounds. This brief reading extends their notion to include another factor, age.

For countless generations public education has employed homogeneous age grouping for instructional purposes. In institutional settings wards are often grouped on a number of variables, age included. This practice raises the question: If homogeneous grouping is an aid to classroom instruction and helps programmers to select recreational events and other activities that are relatively specific to a narrow age range of patients, why not employ a similar approach in staffing of wards?

Regardless of the form of organization employed by an institution—traditional or the newer "unit team" approach—there are some obvious advantages to employing age homogeneity. First, if a ward housing patients from 40 to 60 years of age had attendant personnel of a like age, their interests would be similar. On ward activities such as television viewing, attendants and patients often watch together. If the attendants were only 25 years old, for example, it is apparent that a source of conflict could exist between the two groups: "Which program will we watch, Lawrence Welk or Tom Jones?" Similarly, for other types of recreational activities, such as

radio and record listening, similar interests (and perhaps even more importantly, similar physical exhaustion points) would exist if ages were more homogeneous. When 40 to 60 year old attendants are paired with adolescent retardates, for example, serious conflicts may arise simply because the attendants are too slowed down physically to really be tolerant of repeated youthful energy displays. If a unit team organizational approach were typical of an institution's staff deployment, it would appear worthy of trial to employ age homogeneity. If this were done, the team would be composed of persons having like experiences and interests, and this sameness should foster a higher degree of team cooperation.

Other advantages could also arise from using such teams. If two or more teams in relatively close proximity differed on the age dimension, such difference could foster competitions, for example, between a team of 25-35 year-olds and one of 40-60 year-olds. The advantages that have been mentioned are only suggestive; the trial and outcome of such a plan would have to be experimentally tested by each institution. If generation gaps exist, institutions should be sensitive to the ways these gaps could be used as therapeutic bridges to improved patient welfare. The informed use of such "gaps" could even lead to a reduction in employee turnover.

REFERENCE

Deane, W., & Ansbacher, H. L. Attendant-patient commonality as a psychotherapeutic factor. *Journal of Individual Psychology,* 1962, 18, 157-167.

CHAPTER III:
NEXT YEAR AND BEYOND: SPECULATIONS?

Advertising, Public Relations, and Conventions

Advertisers and exhibitors at annual conventions or organizations such as the American Association on Mental Deficiency, the Council on Exceptional Children, the National Association for Retarded Children, and other related parent and professional organizations can improve their market positions and images in a variety of ways. This brief reading, addressed primarily to administrators of private schools for the retarded, illustrates one approach that could enhance corporate images while also filling up vacant beds in the institutions.

As one makes the rounds of exhibitors each year, one is struck by the diversity of what is exhibited. At the A.A.M.D. one finds exhibits that include Dow Chemical (advertising drugs), various private schools, book publishers, manufacturers of play equipment, and many other interesting products and services. For what are largely unknown reasons, however, displays fail to attract many potential customers.

What might private schools for the retarded do to spark interest and generate sales of their services? Manning a booth at a convention appears to be a fairly monotonous job, and often those persons working in them experience boredom. Perhaps it is time to introduce a new element in the convention sales force of private schools for the retarded: the mentally retarded residents themselves. At first blush such a suggestion may seem surprising, but what if this suggestion is examined further?

First, many parents of retardates now attend such meetings. Second, the rehabilitation of retardates is a high priority objective for many professional groups. Having a retardate or two along to help man a private school's booth, therefore, would appear very much in harmony with the objectives of habilitation. It would be quite within the capacity of an educable level retardate to give booth visitors pencils and ask them to fill out request forms. Further, the parent or professional requesting information might be further assured of the school's quality if the giver of information actually is a resident of the school. If pictures were made available, the retardate could show inquirers the building where he lives, where he eats and works, and so forth. Perhaps pictures of a popular outing would even allow him to tell a bit about the school's recreation program. Of course, a representative from the school could still be present to supervise and answer the more difficult

inquiries. Such a practice should include payment for the resident so employed, and parents of those selected to work would be canvassed in advance and asked to sign a proper release form for the school's protection.

If there is any validity in the continuing argument for rehabilitation of retardates, it would be most inconsistent with such logic to expect criticism of such a practice. Indeed, the writers would expect a private school that "hired" its own students in such a job to be considered forward-thinking and progressive. Further, having such booth assistants at a convention should increase interest and also convey the school's readiness to permit parents to see one of their own at work and happy! At the very least, a school that pioneered in this fashion would get some good ideas from their residents who assist at their booths. These residents, by commenting on (and using) products on display, could in effect do market research for their peers back home to assure that materials purchased would indeed be of interest to the mentally retarded.

EXERCISES

1. Discuss this reading with your professional staff and with a representative group of parents as one issue at open house or Parents' Day exercises.
2. Would it help or detract to have a retardate *and* his parents man such a booth? Defend your position.
3. Do a test run of the above idea at a regional meeting, and assess parent and professional attitudes toward this employment of retardates.

Massing Management Talent and Enhancing Merger or Acquisition Through Employee Interchangeability

Many experts foresee as a continuing economic trend the growth of service over production-oriented industries. Theoretically, such a shift places firms that are already engaged in providing services in a strategic position. This brief reading is directed toward mergers or acquisitions that help increase this favorable competitive position.

Perhaps the most important resource to be gained from a merger, or acquisition of a firm or firms in a related line of enterprise, is management, i.e., experience. For institutions that are privately owned considerable opportunity exists to benefit through a variety of moves, ranging from piggyback advertising to actual mergers or acquisitions. One institution that closely parallels institutions for the retarded or emotionally disturbed is the motel. Discussion of this type of related enterprise is purposeful since there are no federally or state-supported motels aside from those in national parks.

Consider the parallels that exist between the large motel and a private

residential school for the retarded or emotionally disturbed. Both operate in a highly competitive field; require three shifts of personnel; need food, maintenance, and recreation programs; and, of course, have the usual accounting and supply functions. Finally, the major focus in both types of facilities is on provision of lodging (in both instances for indefinite periods of time) and customer satisfaction. The differences are outlined in many ways. For example, advertising by motels often focuses on magazines serving traveling people, i.e., salesmen, executives, and others. Seldom do institutions use this medium but, rather, advertise largely in professional journals. In part, this practice is due to a careful avoidance of the stigma of commercialism. Yet, the amount of travel by professionals in mental health fields has increased tremendously as federal grants have subsidized the public sector of the helping professions. Thus, if a merger occurred between a private school and a motel chain, a simple name change could capture advertising space in either type medium, and although the service would be advertised the same, the Association of ". . . . . -Hilton" would clearly get the message across. As stated earlier, both rely on volume of business in order to survive. Should a major recession occur, in all likelihood the motel would be affected more seriously than the private school. Travel can be greatly curtailed, but because of constant waiting lists at every publicly supported institution, placement of a seriously handicapped person in a private institution often simply cannot wait. Again, merger may be a logical step for both since motels may possess considerable convertibility potential and quite a sizeable and trained staff that could be "shaped" to meet new requirements, i.e., keeping only those whose talents and training match the newly established needs.

Clearly, many possibilities are presented by considering such mergers. Laundry operations, for example, could be maximally utilized to insure efficiency. In some of the larger motels house physicians are maintained. Such a situation suggests drug purchasing to cover both, and at higher volume to secure the best buys. Personnel sharing during peak periods, or to permit more orderly scheduling of vacations, is also possible under mergers in which the facilities are in geographic proximity. Many other opportunities could arise, and such mergers should be seriously considered by privately owned institutions that desire to enhance their volume in both dollars and personnel sophistication.

EXERCISE

1. Have top staff members consider such a merger, or some other special arrangement, and develop arguments pro and con.

Cooperative Planning in Multi-Institutional Communities

Communities in which a concentration of residential facilities exist, even when these facilities are caring for the same type of patients, are surprisingly insulated. Thus, instances of a cooperative and mutually advantageous relationship between two or more such facilities are rare indeed. All too often the twin specters of competition and internal problems negate the possibility of cooperation between residential facilities. This brief reading will explore ways and means of introducing a more positive cooperative relationship than currently exists.

There are several major obstacles that defeat a cooperative effort between residential facilities. First, some are publicly supported while others are privately owned, and there is a belief on the part of one or the other management that these two types are so unique that little can be learned from the other. Often, the management of public facilities believes private facilities are too small in scope to even warrant attention. Such reasons are really rationalizations, however, since the problems generally are more similar than different. An example of cooperation from a radically different enterprise, e.g., coal-mining, should illustrate this point. In any given coal-producing region, there are some huge operations and some that are tiny by comparison. Some have highly automated production methods; others are reliant on limited machine usage. Certain major crises are shared by both, however, and include a variety of catastrophies such as falls and explosions. In such an enterprise safety of the workers is a primary concern, and where cooperation is needed to promote it and combat such threats, it arises. Mine rescue teams, composed of volunteers from big or small mines, are quickly mobilized to move in and assist in life saving and restoration of conditions of safety. Such duty is hazardous beyond ordinary coal-mining, and added training is provided select volunteers to insure that a skilled and efficient rescue team is always ready. The reason for such cooperation, of course, is because it is needed to safe-guard human lives.

Although institutions for the retarded or psychotic have less dramatic crises, human lives can be endangered here as well although in somewhat less obvious ways. Failure of heating systems in mid-winter, electrical failure, and tornadoes all are possible sources of danger for the residents and employees of institutions. What steps are taken when a disaster strikes an institution usually is governed by spontaneous makeshift approaches. If fire or tornadoes were to destroy up to 50 per cent of the dormitories of an institution, a deployment plan should be ready for instant use so that patients could be given immediate shelter. In the multi-institutional community, such plans could be mutually decided upon far in advance of disaster. For example, suppose a city has two large public institutions for the retarded and several, smaller facilities of a private nature. In all likelihood all of them have auxiliary buildings (gyms, auditoriums) which could provide shelter for those dislodged by disaster. Deployment to a facility caring for the same type of patient would be vastly superior to placement in settings where the employees have little or no knowledge of such

patients. Furthermore, a trouble-shooting maintenance crew, composed of selected members of each facility's regular work force, would be an additional help in getting things operational quickly. To rely on maintenance personnel having little knowledge of patients' behavior could result in added confusion and perhaps loss of life.

These brief suggestions regarding formation of a safety team and deployment strategies for the multi-institutional town are only a few of the considerations that argue for mutual cooperation. Perhaps the most impressive argument would be the assurance given to parents that not only the institution plans ahead, but the entire complex of facilities in the area also is alert to future, as well as present, needs.

EXERCISES

1. Should the state or private management have the responsibility for initiating such a plan?
2. What other issues or concerns that are commonly shared could be a focus for cooperation?

Relocation Considerations

Once established, institutions seldom relocate. Relocation considerations should periodically be reviewed, however, against the operating experience of the institution. Many reasons exist to consider relocation, and this is especially so for the privately owned institution. This brief reading will consider some of the changes occurring in society that may indicate a need for relocation.

Obvious changes currently deserving the attention of management include the mental health manpower shortage (Mangum, 1965), the problem of urban transportation (Levine, 1968), and the rising cost of manpower, among others. Internal problems of institutions that are symptomatic of a need to relocate include excessive personnel turnover, a high rate of removal of patients by parents, unreliable delivery of necessary supplies from community business firms, and a depreciation of the land value of the institution to a point where remaining in the present location appears unwise. The problem inherent in deliberation on the question of relocation is to marshall enough facts on which managerial decisions can be made with some assurance of being accurate; and, as is generally true, the private facility with the most accurate and complete set of facts is in the best position for survival. The reader can perhaps think of certain very favorably located facilities that owe their success to pure chance alone. Chance, however, is a poor basis on which to pin survival, and fortunately more systematic approaches are possible.

Some individuals in the management consulting field have suggested that motivations to innovate, change, and take risks are somewhat related to an individual's age (Patton, 1968). If so, such information easily could be compiled from existing personnel records and once accomplished, the age structure of the institutional employees could be programmed for automatic up-dating each year. Another employee consideration pertains to the geographic distribution of the work force. Where, for example, do employees live and what are the commuting practices of the work force? If turnover is extreme, to what extent may this be associated with distance from the institution or heavy traffic routes? Traditional labor market boundaries, those areas from which institutions have drawn many of their best workers, may change markedly over the years. Yet, early recruiting successes in certain areas may overshadow the real facts governing the current labor market.

Knowledge of the demographic characteristics of all levels of institutional employees should permit management to analyze for age imbalances and recruiting handicaps based upon distance encountered, congestion on traffic lanes, and so forth. Knowledge of the age structure of the total work force also enables management to plan in meeting recruitment needs occasioned by large numbers of current employees nearing retirement age. In one institution surveyed by the writers, the modal age of attendants was 53 years, and the mean age was 55 years! Obviously, such an institution needs to plan for rather heavy retirements in the near future.

The considerations pointed out in this reading reflect only a few of the many variables to be considered in relocation discussions. It should be evident from the foregoing presentation that perpetual inventory on employee characteristics can, and should, be part of the planning in every viable institution.

EXERCISES

1. What are some other important relocation considerations?
2. Try to devise a procedure for perpetual recording of employee characteristics. Would it be feasible to computerise such a procedure? Discuss.

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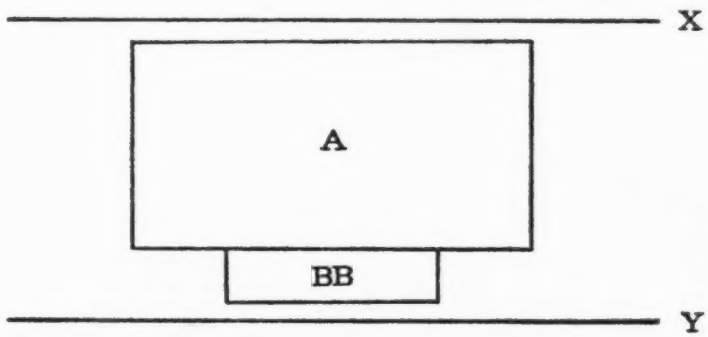
Mangum, G. L. (Ed.) *The Manpower Revolution.* Garden City, New York: Doubleday & Co., Inc., 1965.

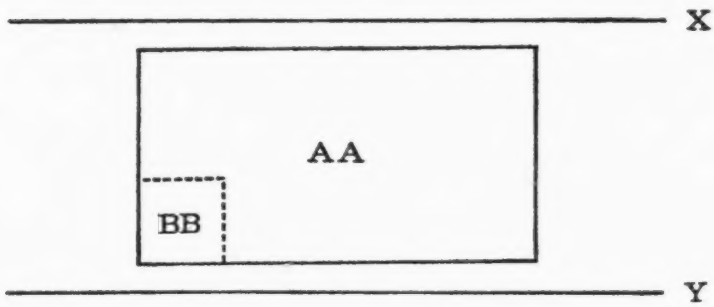
Patton, A. Executive motivation: how it is changing. *Management Review,* January, 1968.

Land Reclaimation For Institutions

Land values, as everyone knows, are increasing rapidly in urban areas as crowding continues to usurp any extra space. Parking lots for the increased traffic are being replaced by multi-story parking garages, and spaces once considered too small to support any sort of business venture are now housing a variety of enterprises. The increased traffic volume has become sufficient to keep them in business. Indeed, a space of only 6 by 12 feet can, depending on the customer traffic and type of business, yield a businessman a handsome yearly profit. Small parcels of land, formerly thought too tiny to bother with, now are becoming so valuable that it seems worthwhile to explore ways of capturing these small land packages for selling or otherwise putting them into use. An example of reclaiming such "minilands" should help our thinking along these lines. Consider situation A:



A represents a retail dry-goods store whose space extends from street X to street Y. BB is a small, single-story appendage to the two-story business A. BB currently houses the heating and refrigeration system for A and is far from improving the looks of the property. In fact, it is an eyesore. What can the owner do in such a situation? Let us assume the mechanical equipment housed in BB is old and could fail at any moment. If such is indeed the case, the owner could do what is suggested by situation AA:



AA shows that new mechanical equipment has been placed atop the business building. Thus, by this maneuver, the owner salvaged the space (land) formerly taken by BB. He can now use such space for employee or customer parking, or he can sell off this additional space. If, as is true in this situation, land values are high because of the location, a sizeable price could be realized. A further alternative might be to rent or lease this space. Building and fire codes might have to be checked out, but an enterprising land owner should be able to think of ways to use such reclaimed space to good advantage.

This example is that of a situation duplicated again and again over the nation. For the private school owner whose landholdings may be fairly extensive and in reasonably good locations, a property survey routinely (perhaps every other year) should be conducted to isolate *any* parcel of land that could be better used than at present. Failure of institutional management personnel to exploit fully their land holdings could be costly indeed in today's situation of changing land prices.

EXERCISES

1. Have key staff members study this brief reading and attempt to relate land reclaimation principles to your facility.
2. Have maintenance engineer develop a heating-refrigeration age list to determine replacement schedules. Are newer models smaller in size than those currently in service? If so, here is more "mini-space" to utilize.
3. Consider both the space reclaimed for patient use and the landscaping possibilities if mechanical equipment is moved atop the facility's building as replacement needs arise.

Transportation and Work

The number of passengers carried on scheduled air carriers in 1940 totalled 2,965,000 while by as early as 1961, over 63,000,000 passengers flew (Statistical Abstract of the U.S., 1963). Today the 1961 figure undoubtedly is extremely conservative. This phenomenal increase in the use of air carriers, fed by improved safety, larger planes, and subsidies, has brought this form of transportation into the economic reach of every middle-class family. As growth continues, this kind of transportation will soon be the principal mover of people. Therefore, it seems wise to examine it in relation to a special passenger group: the mentally retarded.

One would clearly hypothesize that residents of educable level in private schools would have far greater knowledge of an experience with this transport form than would their counterparts in the state supported schools.

While this discrepancy for EMRs over twenty years of age may mean little, for those under twenty it could have very practical implications in-

deed. This is the case because air transportation is becoming so commonplace. One could argue persuasively that even within a decade, because of clogged ground routes and concomitant traffic snarls, many commuters in the larger cities will pick air transportation as the conveyance of choice. Some place for air transportation training, therefore, seems indicated in the rehabilitation programs of retardates; this training will be discussed in the following paragraph.

First of all, those educable retardates between six and eighteen years of age whose adult life goal is habilitative, as determined by staff members, would comprise one obvious target group. It is this group who will be working in the era of air commuting. Another powerful reason for providing some experience in various aspects of air travel is, of course, the remarkable appeal of such travel with the accompanying motivational push such an appeal provides. Consider its use in a unit on transportation. The unit could well begin with a ride on various transport forms to engage the interest of the learners— saving the airplane ride until last. Following this introduction, the teacher could begin teaching reading, spelling, and arithmetic by relating these tool skills to the experience of air travel. Vocabulary building would also be functionally related to a transportation system that is rapidly becoming the modal one. Thus, for a group of learners whose future is well ahead, and whose time and capacity to learn is all too limited, it would be foolish to attempt to convey principles and problems of ox-cart or horse-and-buggy travel. Another advantage of such a teaching unit would be the added insurance of providing retardates a knowledge *and* vocabulary that would help them relate to social conversations relevant to the times once they are placed in a job setting. To speak of horses and buggies or even trains at a time when everyone else is discussing the airbus is simply to call further attention to the deviance of the mentally retarded. To supplement such a unit of study, airline pilots or stewardesses could be called in to address the class, films on air travel could be obtained, and the everpresent lure of an actual trip by airplane as the reward for learning could be the high (and end) point of the study unit. The imaginative teacher should have little trouble in elaborating on this basic framework. For example, model airplane construction and visits to airports are only two of the many opportunities available for helping to teach the mentally retarded a job-relevant set of skills: getting to work in the era of air travel.

EXERCISES

1. Criticize this reading by listing all the objections to such a study unit for retardates.
2. Try to develop answers for each objection.

REFERENCE

U. S. Bureau of the Census, Statistical Abstract of the United States: 1963. (Eighty-fourth edition) Washington, D. C., 1963.

Reaching the Market

Other readings throughout this text have been addressed to the subjects of mergers, acquisitions, "piggy-back" advertising, and various topics related to increasing business through more efficient means. Institutions, especially those that are privately owned, can explore advertising effectiveness by tapping into select and, as yet, "competition-free" audiences. A potentially large market can be selectively tapped through the relatively new medium of the *TV Guide*.

A 1968 copy of the *TV Guide* revealed the following categories of advertising: Food; medical and sanitation products; automobiles; real estate and finance; entertainment; home products and appliances; liquor; tobacco and cosmetics. Corporations advertising in this medium ranged from local-regional land development companies to the giants such as Magnavox, 3-M manufacturing company, and General Motors. Both size and type of product are varied, and even services and medical suppliers are represented. One thing seems certain—advertising returns must be reasonably good since many of these advertisers maintain source-of-business checks on advertising dollar outlay as a routine business practice. The question arises: Why might an institution for the retarded or emotionally disturbed be tempted to advertise in such a medium? First, *TV Guide,* in contrast to the ordinary professional journal outlet, has a circulation far in excess of even the major journals. Not only are copies of *TV Guide* currently available in motels, newsstands, supermarkets, and drug stores throughout the nation, but the circulation of the *Guide* increases as TV sales expand along with the population. As new families are formed, young couples acquire television sets and *TV Guide* in almost the automatic and routine manner that grandmother acquired a stove. As children are born, some defective, where does information about potential placement resources typically come from? Since the *TV Guide* carries feature articles as well as programming, such topics as "Mental Retardation" or "Emotionally Disturbed Children," as well as private school ads, could inform the public and simultaneously advertise the services of private facilities.

Another possibility comes from an appraisal of the characteristics of the audience reached. Advertising in professional journals reaches almost exclusively professionals, and since many professionals view advertising in their journals at best as a nuisance, one may wonder about both the tone and nature of such referrals. By contrast, the *TV Guide* audience is both massive and heterogeneous. Professionals who also read the *Guide* may be far less prone to be critical of such advertising, simply accepting it as being in "its rightful place." Consequently, since they may read it in association with a pleasant activity, viewing television, they may recall the advertiser with far greater enthusiasm. All this, of course, is pure speculation at the present time. Such does not need to be the case, however, since market research methods can reveal with some assurance which type of advertising—professional journal versus *TV Guide*—yields the greatest return on investment.

The *TV Guide,* as do many such media, provides advertisers with the postcard insert—a technique that allows the reader to request information directly from the source. It also, of course, provides a direct check for the advertiser to assay the value of this kind of advertising. Other advantages arise through using this type of medium. For example, many professional journals have restrictions of various sorts while the *TV Guide* offers great flexibility, including multi-color plates. Special regional advertising is also a feature of such a medium. As in *Fortune* and other publications, the advertiser may wish seasonally to saturate a given region. Tapping the Northeastern United States during the coldest months with an ad focused on the year-round outdoor advantages of the Southwest is only one example of the flexibility of such a medium.

As social and economic change occurs, marketing and advertising modifications in private and public institutions will need to be more adaptive. For privately owned institutions, survival is strongly dependent upon adaptive behavior in marketing of service.

EXERCISES

1. Criticize and improve upon the plan outlined in this reading. Be specific.
2. What are some other media for "reaching the market" that institutions, both public and private, might utilize? What would be the most efficient ways to utilize these media?

Private School Diversification Into Biomedical Manufacturing

The likelihood of the profoundly retarded being rehabilitated to even a semi-autonomous existence in the foreseeable future appears poor. Indeed, at present, it is estimated that half or more of all such retardates are institutionalized (MacAndrew and Edgerton, 1964). When such a dismal prognosis is coupled with the known fact of a rapid population expansion, it seems reasonable to anticipate a continuing and increasing need for expanding facilities for this most severe grade of mental defect. Beyond planning for increased numbers, however, it seems advisable also to think seriously of ways to increase our knowledge of this little understood person. In this reading an approach is suggested that could more effectively educate physicians to the problems of this rare, but nonetheless human, being.

Typically, anatomy classes in medical schools utilize skeletal models of the "normal" human since most graduates will deal only with this group. For physicians whose practice may be limited to atypical subjects, however, there is some need to be familiar with the skeletal make-up of individuals who exhibit not only mental retardation but marked structural deformities

as well. A knowledge of the abnormal in osseous development, as manifested in some rare clinical types, for example, Hurler's disease (Gargoylism) or mongolism, could have importance in both treatment and research. As an example, perception is known to be associated with the body's ability to move freely (Harmon, 1965), and realistic models of skeletal anomalies could enhance knowledge and yield practical treatment advantages to those physicians who had them to study. If American manufacturers have specialized to the point of producing plastic reproductions of fossil osteological material, it seems that similar attention should be paid to the living! In the writers' experience in the field of mental deficiency, never has such a model been observed in either institutional or university instructional settings. Should this apparent lack in anatomical instruction be of significance, how can it most easily be remedied?

Fortunately, although it is obvious that the market for such proposed plastic, skeletal-anomalies would be very small indeed, appropriate synthesis of the proper talent can make for a viable diversification move on the part of a private school for the retarded. Where would be the market, how would it be reached, and how would all this be accomplished?

The market for anomalous human skeletons in plastic reproduction form would be laboratories in physical anthropology at various universities, medical school anatomy classes, special education classes in the orthopedically handicapped, and institutional in-service training classes for field workers in mental deficiency. Although a highly specialized market, the models of the various anomalies would be single-mold productions with one mold capable of duplicating an infinite number of reproductions. Thus, initial outlay could be quite high but production "break-even" could be quite early. Established outlets for sales via institutional detail men, book salesmen, and the various professional and scientific journals would permit a "piggy-back" market approach.

The realistic accomplishment of all of the above is suggested by a look at one large, private school that is extremely well located. This private school is in a large community, adjacent to one of the nation's largest universities, and shares membership in a local chamber of commerce having several plastic manufacturers. It is also near a newly-opened medical school and two large, public institutions for the retarded. In short, it is in one of the very few centers in the United States that could even consider undertaking such a diversification move. From existent pools of X-rays on patients diagnosed as acromegalic, mongoloid, Hurler's disease, hydrocephalic, and so forth, the development of teaching models would logically begin. Since parental clearance for use of clinical subjects' X-rays would be necessary, such might be worked out through tuition reduction, foundation support, or other remuneration avenues. Some parents, undoubtedly, would be willing to donate this in the interests of scientific advance. Due to the rarity of such conditions, this question of clearance could well be a minor consideration.

What is suggested then is the entry of private schools into a limited market, but one of direct relevance to their own focal interest: retardation. Admittedly, many details are lacking here and only the nucleus of the idea

has been presented. The market for such a venture potentially is worldwide, however, and, although it would also be possible for a public facility to embark upon such a venture, the organizational flexibility of private enterprise seems most likely to meet such a need.

EXERCISES

1. Discuss in class some of the advantages such models may have for teaching demonstrations.
2. Call in a plastic manufacturer and his production chief to discuss both the pitfalls and opportunities of such models. Have an experienced medical doctor sit in as a resource person.

REFERENCES

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MacAndrew, C., & Edgerton, R. The everyday life of institutionalized "idiots." *Human Organization,* 1964, 23, 312-318.

Record Keeping for the Future

In the year 1925, Buck Rogers seemed preposterous to many and yet, in terms of technological advance and capability of space exploration, Buck Rogers has arrived in 1970! Yesterday's fantasy is today's reality. This change, in terms of how the space age and technological advances have converted fantasy into reality, suggests a similar look should be taken at the field of mental retardation to see if the technologies available to us are being used properly. This reading will focus on technology and profound retardation, although it is likely that there are other areas (e.g., personnel, higher level mental defect) where technology could be more usefully applied than is currently the case.

When we consider technology and mental retardation, especially profound retardation, the inclination is to place nearly all our attention on the present. This tendency, of course, is due to the inordinate demands from parents, taxpayers, and others to "do something to help right now!" This stress on the immediate, however, can sometimes obscure the fact that even in the care of institutionalized retarded, the future is also important (Swartz, Cleland, & Altman, 1971). Indeed, few major corporations could ever advance if their new product research and development efforts were solely addressed to performing the "currently impossible" with the existent techniques, methods and technology. In many cases corporations gamble that,

although a certain invention is not currently feasible, technological advances will render it feasible in, for example, twenty years' time. To illustrate the shortsightedness of many of us in mental retardation, let us examine technology and record keeping.

Typically, the medical records maintained in most institutions for the retarded include only the inputs (furloughs, accidents, injuries, social histories, psychological reports) that persons other than the patient supply. This state of affairs especially is true when these records are those of the profoundly retarded. They do not participate in the culture, and literally leave no firsthand evidence of their existence. By employing currently available technology, it is now possible to provide researchers of the future with meaningful data from these non-verbal subjects. Both video and audio tapes, properly kept, could now be included in master records to yield a data pool of sizeable proportions for the researchers of future times. Not to provide these patient behavior samples is equivalent to saying the future researcher will have only technologies available that are exactly like those we employ today. Anyone in biological research familiar with the evolution of research tools can easily dispel such "time-bound thinking" by citing the advances made possible through the development of the electron microscope. We must *use* present technology, but we must not believe, because a current problem in mental deficiency does not yield to the available technologies, that technology is unchanging. The worker in cell biology has found increasing numbers of answers as a result of employment of the electron microscope and the new techniques of staining and improved resolutions.

Thus, in record keeping for the profoundly retarded we badly need to capture the vocal, postural, and gestural productions of the patients themselves. Each generation of profoundly retarded people passes on without leaving any behavioral sample while normals leave children, diaries, deeds, and words in abundance. To rectify this situation, tapes (video and audio) should be included in the master records. The techniques of sound spectrography (voiceprinting) is already in use in a variety of fields. Other techniques rapidly are becoming available with which the profoundly retarded could be more systematically studied. There is every reason to believe that the researcher of the future would find such personal records of tremendous interest for inquiry into diagnoses, treatment, and so forth. So few in number are the profoundly retarded that many researchers and administrators currently believe any concerted effort for so few is too great. The proposed "time capsule" records would increase in only a few decades to sizeable proportions and permit a wide range of behavioral research to be conducted. Technology *will* advance, but only by taking the long view on so complex a problem now can records of worth be available to the researchers of tomorrow.

EXERCISES

1. Criticize this reading, pro and con, in terms of the importance of research on the profoundly retarded.

2. Will the profoundly retarded always be with us? Consider advances in medicine, the "population explosion," and possible future measures for population control before you answer.

REFERENCE

Swartz, J. D., Cleland, C. C., & Altman, R. Time capsules for research in profound retardation. *Mental Retardation,* 1971, 9 (1), 29-30.

A New Job for the Retarded: Institutional Consultants

During the 1960s there was a reawakening of interest in institutional standards. The American Association on Mental Deficiency formed evaluation teams that, on a voluntary and invited basis, would visit publically-supported facilities for the retarded and report to the institution on "the state of its health." To a certain extent evaluation of this kind has always occurred but on an informal, hit-or-miss basis by various groups such as state legislators, parents of retardates, and so forth. The recent and formal efforts, however, appear much more likely to produce needed improvements because institutional experts and professionals are the ones "doing the looking." This brief reading suggests the addition of yet another institutional expert to the formal evaluation team: the educable level retardate whose background includes living in one or more institutions, public or private.

In essence, each team of professionals whose duty is that of evaluation and the setting of standards for residential care could use the additional "expertise" of an adult, educable level retardate who has had experience living in institutions. The retardate selected for such consultation work, of course, would not be evaluating an institution in which he formerly lived. Rather, he would be a full member of a team reporting on unfamiliar institutions, available to comment on conditions and answer questions relative to "how it looked" to him. Such on-the-spot availability of a former institutional resident could greatly enrich the contributions of the team. For example, the elicitation of a potentially far wider array of comments could be forthcoming. Experimental tryouts obviously would be necessary, and some standardization with regard to the kinds of questions to direct toward this new member of the team probably would also be needed. If such an additional "consultant" were installed on institutional inspection teams, their validity likely would be increased. Their recommendations, therefore, undoubtedly would even carry more weight with the parents and guardians of those retardates who are institutionalized.

EXERCISES

1. What are some other advantages of such a plan?

2. What are the disadvantages of such a plan? Can these disadvantages be overcome?

The Four-Day Work Week and Residential Schools: Only Ten Years Away?

The Executive Investor column in *Duns* (June, 1971) heralds a change in the ordinary work week. Some forecasters are predicting that the five-day work week will be gone by the end of the 1970s, with already 100 or more small and medium-sized companies going to the four-day work week. The editors suggest a variety of stocks that should benefit from this expansion of free time, but the concern in the present reading is with some of the implications of the four-day week for residential schools for the mentally retarded. It is not too early for institutional managers to begin thinking seriously about this future occurrence.

Certain changes in the operations of residential facilities appear highly probable from this reduction in work time. First, the concomitant increase in leisure time for parents promises to alter their involvement in institutional affairs. Perhaps visitation patterns will change with parents not only visiting their institutionalized child more frequently but also perhaps taking the child out of school for more furloughs and vacations. This projected change in visitation patterns is merely conjecture at this point in time, however. To plan with greater assurance for the time when the four-day week is an established fact for most Americans, institutional managers need to conduct surveys of their parents and guardians. Greatly oversimplified, questions in such parental surveys could be phrased, "If suddenly your working week were shortened to four days, how would you use the extra time?" From such a general framework specific questions could be developed to help reveal the probable influence of a changed work week on visitation patterns, furloughs, and vacations as expressed by parents. Though remote of course, it is even possible that an extra free day per week would allow some parents to keep their child at home.

Another potential source of information relative to changes brought about by reduction in the work week would be the institutional employee. How might the four-day week influence this worker and his key group? As with the parent group, the actual influences of a shortened work week could not actually be know. An estimate of such influences, however, could be gained by a questionnaire on attitudes toward the hypothesized change. Perhaps such a questionnaire could even be included in the institutional employee newsletter. Interviews with certain key employees also would allow additional estimates of future effects. What employees would expect by way of new problems (and/or benefits) from such a change, for example, could be assessed in ways such as those described above.

For those industrial and business firms that have had experience with the four-day work week, some outcomes are known: productivity is up, absenteeism and turnover are down, morale is improved, and recruiting of quality workers has been facilitated. The administrators of residential facilities would be wise to consider now what the likely effects of such a forthcoming change may be on the costs and services of institutions.

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AUTHOR INDEX

Altman, R., 59, 61
Ansbacher, H. L., 45, 46
Baumeister, A. A., 11, 45
Barnett, C. D., 29, 30
Benn, A. E., 37, 38
Bensberg, G. J., 29, 30
Butterfield, E. C., 11, 45
Cleland, C. C., 4, 5, 9, 11, 17, 20, 21, 23, 24, 26, 27, 40, 43, 44, 45, 59, 61
Cochran, I. L., 23
Deane, W., 45, 46
Dickerson, W. L., 43, 44
Dingman, H. F., 9, 11, 45
Edgerton, R. B., 15, 16, 57, 59
English, A. C., 21, 22
English, H. B., 21, 22
Fountain, M. C., 15, 16
Harmon, D. B., 58, 59
Holmes, P. M., 31
Levine, R. J., 51, 52
MacAndrew, C., 57, 59
Mangum, G. L., 51, 52
Mortimer, C. G., 30, 31
Murray, E. J., 33, 34
Neman, R., 24
Parker, J., 15, 16
Patton, A., 52
Patton, W. F., 43, 44
Rossman, J., 35, 36
Seitz, S., 26, 27
Swartz, J. D., 4, 5, 17, 20, 21, 24, 40, 59, 61

SUBJECT INDEX

Absenteeism, reduction of, 63
Acquisitions, institutional, 48–49
Acromegaly, 58
Advertising, 27–28, 41, 47–48, 56–57
Aids, management, 9, 15–23, 35–36
Air carriers, use of, 54–55
Anthropology, physical, 58

Athletes, recruiting, 15–16
Attendants, 40, 42–43, 45–46
Attitudes, changing, 12, 24, 34–35
Awards, newspaper, 26

Benefits, fringe, 18–19
Businesses, use of local, 41

Case study method, training by, 34–35
Chamber-Of-Commerce, uses of, 27–28
Child-centered, example of, 22–23
Clothing, use of special, 40–41
Communication, vocal, 60
Communication, postural, 60
Communication, gestural, 60
Communications, enhancing, 15–16, 26, 29–30
Communications, internal, 29–30
Commemorative stamps, use of, 24–25
Competition, attendant and resident, 46
Complaints, inventory of, 9
Concerns, parental, 17–18
Consultants, retardates as, 61
Containerization, institutional use of, 32
Conventions, rehabilitation role of, 47–48
Cooperation, institutional, 50–51
Creativity, employee, 35–36
Credit cards, role of, 29–30

Deformities, skeletal, 57–58
Demographic characteristics, role of, 52
Disease, Hurler's, 58

Ecology, institutional, 18–19
Educable retarded, 34–35, 42–44, 47–48, 54–55, 61
Emergencies, planning for, 50–51
Employees, creative, 35–36
Employees, interchangeability of, 48–49
Employees, silent, 10–11
Employees, turnover of, 46, 63
Evaluation, indirect, 9–11, 34–35, 59–60
Executives, research grants and, 44–45
Exhibitors, convention, 47–48

Exhibits, convention, 47–48
Experiences, social, 42–44

Food prices, rising, 42
Food service, role in programs, 20, 41–42
Foundations, possible roles of, 26
Free time, expansion of, 62–63
Furloughs, problems in, 11–12

Generation gaps, use of, 45–46
Gifted children, role of, 15–16
Grouping, homogeneous, 45–46

Habits, use of employee, 37–38
Handicapped, multi-, 40
Handicapped, special problems of, 39
Homesickness, 11
Houseparents, relations with residents, 42–44
Hurler's disease, 58
Hydrocephaly, 58

Idea gathering, 15–16
Image, athletes' role in, 15–16
Image, institutional, 9–27, 47–48
Incentives, role in creativity, 35–36
Incentives, use of newspapers as, 26
Institutional time, 44–45
Institutional tours, feedback, 15–16
Institutional tours, selectivity in, 15–16
Institutionalized, future of, 59–61
Interest, enhancing retardates', 34–35
Inventiveness, employee, 35–36
Investments, institutional, 41–42

Jobs, placement of residents in, 47–48, 61

Labor, use of surplus, 38–40
Land, reclaimation of, 53–54
Laundry operations, utilization of, 49
Layout, building, 51–52
Leisure, increase of, 62–63

Location, institutional, 51–52

Magazines, use of, 56–57
Mailing, cost-sharing, 14
Management, experience and, 48
Management, future concerns of, 27–46
Management, relations with parents, 17–18
Manpower, shortage of mental health, 51–52
Manufacturing, institution's role in, 57–59
Marketing, 23–24, 56–57
Mergers, institutional, 48–49
Mongolism, 58
Morale, employee, 9, 21–23
Motel, likened to institution, 48–49
Multi-handicapped, 40

Names, importance of, 23–24
Needs, employee, 32–36

"Open-house," functionalizing of, 22–23

Parents, concerns of, 13–14, 17–18, 27–29
Parents, relations with, 11–12, 17–18, 25, 47–48
Parents, training of, 40
Parents, visits of, 22–23, 62
Parking lots, creation of, 53–54
Parking lots, hazards in, 18–19
Payday, functionalizing, 10
Personnel, sharing of, 48–49
Planning, cooperative, 50–51
Productivity, increasing of, 63
Profound retarded, 57, 59–61
Projection, employee, 21–22

Reading habits, employee, 37–38
Reclaimation, institutional land, 53–54
Records, role of, 17–18, 59–61
Recruitment, private school, 13
Rehabilitation, 40–41, 47–48
Reinforcement, image, 24–25
Reinforcement, social, 40–41
Relations, strengthening attendant-resident, 42–44

Relocation, institutional, 51–52
Research, biomedical, 39, 57–59
Research, grants in, 44–45
Research, market, 17–18, 20, 23–24, 30–31
Research, needed, 33
Residents, needs of, 33
Retirement, planning for, 52

Safety, 32, 50–51
Salary cuts, maintaining morale during, 21–22
Scientists, surplus, 39–40
Service industries, growth of, 48
Signals, whistles versus bells, 12–13
Skeletal models, use of, 57–59
Sleep, individualizing, 33–34
Sports, use of, 40–41
Stigma, overcoming, 15–16
Surplus labor, use of, 38–40

Taxpayers, responsibility to, 23–24, 32
Teams, attendant and resident, 45–46
Television, audience, 56–57
Television, viewing, 45
Time, executive use of, 44–45
Time, management of, 10
Training, attitude, 34–35
Training, job, 47–48
Training, role in morale, 21–22
Training, role of airplane in, 55
Transportation, air, 54–55
Turnover, reduction in employee, 46, 63

Uniforms, use of, 40–41

Vacations, experimental, 42–43
Volunteers, 40, 43

Work week, declining, 62–63
Workers, decline in number of, 38

Zones, time, 44–45